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1 A bill to be entitled
2 An act relating to K-20 education; amending s.
3 1000.03, F.S.; providing for comprehensive K-20 career
4 and education planning; amending s. 1000.21, F.S.;
5 providing a definition of Next Generation Sunshine
6 State standards; amending s. 1002.3105, F.S.;
7 including rigorous industry certifications within the
8 Academically Challenging Curriculum To Enhance
9 Learning (ACCEL) options; amending s. 1002.33, F.S.;
10 making conforming changes; amending s. 1002.37, F.S.;
11 eliminating reduction of funding for FLVS if its
12 students do not pass end-of-course assessments;
13 repealing s. 1002.375, F.S., relating to an
14 alternative credit for high school courses pilot
15 project; amending s. 1002.45, F.S.; eliminating
16 reduction of funding for virtual instruction programs
17 if students don not pass end-of-course assessments;
18 amending s. 1003.02, F.S.; conforming changes;
19 amending s. 1003.03, F.S.; providing reference to the
20 early graduation option program; amending s. 1003.41,
21 F.S.; providing requirements for Next Generation
22 Sunshine State Standards; repealing s. 1003.413, F.S.,
23 relating to the Florida Secondary School Redesign Act;
24 amending s. 1003.4156, F.S.; providing that the middle
25 grades civics end-of-course assessment constitutes 30
26 percent of the student's grade in the course;
27 providing conforming changes; providing requirements
28 for the middle grades career and education planning

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29 course; providing remediation flexibility for reading
30 and mathematics; amending s. 1003.4203, F.S.;
31 providing, subject to available funding, for the
32 creation of the Florida Cyber Security Recognition
33 program, the Florida Digital Arts Recognition program,
34 and the Florida Digital Tools Certificate; amending s.
35 1003.428, F.S.; including financial literacy within
36 the economics course required for high school
37 graduation; removing duplicative language regarding
38 honorably discharged veterans receiving a diploma;
39 amending s. 1003.4281, F.S.; providing conforming
40 changes; creating s. 1003.4282, F.S.; establishing the
41 24 credit requirement for high school students
42 beginning with incoming 9th graders in the 2013-2014
43 school year; establishing college and career,
44 industry, and scholar designations; providing for
45 online course requirement, remediation, grade
46 forgiveness, award of diploma including opt in
47 provisions, transfer of high school credits, and
48 career education courses that satisfy high school
49 credit requirements; providing for the creation of a
50 Postsecondary Industry Certification Funding List and
51 related requirements; amending s. 1003.4285, F.S.;
52 providing for designations on a standard high school
53 diploma; creating s. 1003.4286, F.S.; providing for
54 the award of a standard high school diploma to
55 honorably discharged veterans pursuant to rule;
56 repealing s. 1003.429, F.S., relating to accelerated

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high school graduation options; amending s. 1003.4295, F.S.; conforming changes; repealing s. 1003.43, F.S., relating to general requirements for high school graduation; amending s. 1003.433, F.S.; conforming changes; amending s. 1003.435, F.S.; repealing unused rulemaking authority; amending s. 1003.436, F.S.; providing a cross reference to the Credit Acceleration Program; amending s. 1003.438, F.S.; conforming changes; amending s. 1003.4935, F.S.; conforming changes; amending s. 1003.51, F.S.; conforming changes; amending s. 1003.621, F.S.; conforming changes; amending s. 1004.935, F.S.; conforming changes; amending s. 1007.271, F.S.; conforming changes; amending s. 1008.22, F.S.; providing a substantial rewrite of the student assessment program; providing for transition to common core assessment in English Language Arts and Mathematics; providing for end-of-course assessments; providing for students with disabilities, assessment scores and achievement levels, assessment schedules and reporting of results, prohibited activities, contracts for assessments, concordant and equivalent scores, local assessments, and analyses and reports; amending s. 1008.25, F.S.; providing for instructional sequencing of courses, including industry certifications, eliminating unfunded and inactive programs and requisite reporting requirements, and making conforming changes; amending s. 1008.30, F.S.; conforming changes; amending s.

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1008.34, F.S.; conforming changes; creating s.
1008.44, F.S.; providing for industry certifications,
industry certification funding list, and postsecondary
industry certification funding list; amending s.
1009.531, F.S.; conforming changes, amending s.
1011.61, F.S.; eliminating reduction of funding for
virtual instruction and regular instruction if
students do not pass end-of-course assessments;
amending s. 1012.22, F.S.; conforming changes;
amending s. 1012.56, F.S.; conforming changes;
amending s. 1001.42, authorizing a technical center
governing board; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Paragraph (g) is added to subsection (5) of
section 1000.03, Florida Statutes, to read:

1000.03 Function, mission, and goals of the Florida K-20
education system.—

(5) The priorities of Florida's K-20 education system
include:

(g) Comprehensive K-20 career and education planning.— It
is essential that Florida's K-20 education system better prepare
all students at every level for the transition from school to
postsecondary education or work by providing information
regarding:

1. Career opportunities, educational requirements
associated with each career, educational institutions that

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prepare students to enter each career, and student financial aid available to pursue postsecondary instruction required to enter that career.

2. How to make informed decisions about the program of study that best addresses the students' interests and abilities while preparing them to enter postsecondary education or the workforce.

3. Recommended coursework and programs that prepare students for success in their areas of interest and ability.

This information shall be provided to students and parents through websites, handbooks, manuals, or other regularly provided communications.

Section 2. Subsection (7) of section 1000.21, Florida Statutes, is amended to read:

1000.21 Systemwide definitions.—As used in the Florida K-20 Education Code:

(7) ~~"Sunshine State Standards" or the "Next Generation Sunshine State Standards" means the state's public K-12 curricular standards, including common core standards in English Language Arts and Mathematics, adopted under s. 1003.41. The term includes the Sunshine State Standards that are in place for a subject until the standards for that subject are replaced under s. 1003.41 by the Next Generation Sunshine State Standards.~~

Section 3. Paragraph (b) of subsection (1) of section 1002.3105, Florida Statutes, is amended to read:

1002.3105 Academically Challenging Curriculum to Enhance

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Learning (ACCEL) options.—

(1) ACCEL OPTIONS.—

(b) At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics ~~(STEM)~~ coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to ss. 1003.492 and 1008.44; work-related internships or apprenticeships; and telescoping curriculum.

Section 4. Paragraph (a) of subsection (7) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.

(a) The charter shall address and criteria for approval of the charter shall be based on:

1. The school's mission, the students to be served, and the ages and grades to be included.

2. The focus of the curriculum, the instructional methods

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169 to be used, any distinctive instructional techniques to be
170 employed, and identification and acquisition of appropriate
171 technologies needed to improve educational and administrative
172 performance which include a means for promoting safe, ethical,
173 and appropriate uses of technology which comply with legal and
174 professional standards.

175 a. The charter shall ensure that reading is a primary
176 focus of the curriculum and that resources are provided to
177 identify and provide specialized instruction for students who
178 are reading below grade level. The curriculum and instructional
179 strategies for reading must be consistent with the Next
180 Generation Sunshine State Standards and grounded in
181 scientifically based reading research.

182 b. In order to provide students with access to diverse
183 instructional delivery models, to facilitate the integration of
184 technology within traditional classroom instruction, and to
185 provide students with the skills they need to compete in the
186 21st century economy, the Legislature encourages instructional
187 methods for blended learning courses consisting of both
188 traditional classroom and online instructional techniques.
189 Charter schools may implement blended learning courses which
190 combine traditional classroom instruction and virtual
191 instruction. Students in a blended learning course must be full-
192 time students of the charter school and receive the online
193 instruction in a classroom setting at the charter school.
194 Instructional personnel certified pursuant to s. 1012.55 who
195 provide virtual instruction for blended learning courses may be
196 employees of the charter school or may be under contract to

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197 provide instructional services to charter school students. At a
198 minimum, such instructional personnel must hold an active state
199 or school district adjunct certification under s. 1012.57 for
200 the subject area of the blended learning course. The funding and
201 performance accountability requirements for blended learning
202 courses are the same as those for traditional courses.

203 3. The current incoming baseline standard of student
204 academic achievement, the outcomes to be achieved, and the
205 method of measurement that will be used. The criteria listed in
206 this subparagraph shall include a detailed description of:

207 a. How the baseline student academic achievement levels
208 and prior rates of academic progress will be established.

209 b. How these baseline rates will be compared to rates of
210 academic progress achieved by these same students while
211 attending the charter school.

212 c. To the extent possible, how these rates of progress
213 will be evaluated and compared with rates of progress of other
214 closely comparable student populations.

215
216 The district school board is required to provide academic
217 student performance data to charter schools for each of their
218 students coming from the district school system, as well as
219 rates of academic progress of comparable student populations in
220 the district school system.

221 4. The methods used to identify the educational strengths
222 and needs of students and how well educational goals and
223 performance standards are met by students attending the charter
224 school. The methods shall provide a means for the charter school

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225 to ensure accountability to its constituents by analyzing
226 student performance data and by evaluating the effectiveness and
227 efficiency of its major educational programs. Students in
228 charter schools shall, at a minimum, participate in the
229 statewide assessment program created under s. 1008.22.

230 5. In secondary charter schools, a method for determining
231 that a student has satisfied the requirements for graduation in
232 s. 1003.428 or s. 1003.4282, ~~s. 1003.429, or s. 1003.43.~~

233 6. A method for resolving conflicts between the governing
234 board of the charter school and the sponsor.

235 7. The admissions procedures and dismissal procedures,
236 including the school's code of student conduct.

237 8. The ways by which the school will achieve a
238 racial/ethnic balance reflective of the community it serves or
239 within the racial/ethnic range of other public schools in the
240 same school district.

241 9. The financial and administrative management of the
242 school, including a reasonable demonstration of the professional
243 experience or competence of those individuals or organizations
244 applying to operate the charter school or those hired or
245 retained to perform such professional services and the
246 description of clearly delineated responsibilities and the
247 policies and practices needed to effectively manage the charter
248 school. A description of internal audit procedures and
249 establishment of controls to ensure that financial resources are
250 properly managed must be included. Both public sector and
251 private sector professional experience shall be equally valid in
252 such a consideration.

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253 10. The asset and liability projections required in the
254 application which are incorporated into the charter and shall be
255 compared with information provided in the annual report of the
256 charter school.

257 11. A description of procedures that identify various
258 risks and provide for a comprehensive approach to reduce the
259 impact of losses; plans to ensure the safety and security of
260 students and staff; plans to identify, minimize, and protect
261 others from violent or disruptive student behavior; and the
262 manner in which the school will be insured, including whether or
263 not the school will be required to have liability insurance,
264 and, if so, the terms and conditions thereof and the amounts of
265 coverage.

266 12. The term of the charter which shall provide for
267 cancellation of the charter if insufficient progress has been
268 made in attaining the student achievement objectives of the
269 charter and if it is not likely that such objectives can be
270 achieved before expiration of the charter. The initial term of a
271 charter shall be for 4 or 5 years. In order to facilitate access
272 to long-term financial resources for charter school
273 construction, charter schools that are operated by a
274 municipality or other public entity as provided by law are
275 eligible for up to a 15-year charter, subject to approval by the
276 district school board. A charter lab school is eligible for a
277 charter for a term of up to 15 years. In addition, to facilitate
278 access to long-term financial resources for charter school
279 construction, charter schools that are operated by a private,
280 not-for-profit, s. 501(c)(3) status corporation are eligible for

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up to a 15-year charter, subject to approval by the district school board. Such long-term charters remain subject to annual review and may be terminated during the term of the charter, but only according to the provisions set forth in subsection (8).

13. The facilities to be used and their location.

14. The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value.

15. The governance structure of the school, including the status of the charter school as a public or private employer as required in paragraph (12)(i).

16. A timetable for implementing the charter which addresses the implementation of each element thereof and the date by which the charter shall be awarded in order to meet this timetable.

17. In the case of an existing public school that is being converted to charter status, alternative arrangements for current students who choose not to attend the charter school and for current teachers who choose not to teach in the charter school after conversion in accordance with the existing collective bargaining agreement or district school board rule in the absence of a collective bargaining agreement. However, alternative arrangements shall not be required for current teachers who choose not to teach in a charter lab school, except as authorized by the employment policies of the state university which grants the charter to the lab school.

18. Full disclosure of the identity of all relatives employed by the charter school who are related to the charter

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309 school owner, president, chairperson of the governing board of
310 directors, superintendent, governing board member, principal,
311 assistant principal, or any other person employed by the charter
312 school who has equivalent decisionmaking authority. For the
313 purpose of this subparagraph, the term "relative" means father,
314 mother, son, daughter, brother, sister, uncle, aunt, first
315 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
316 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
317 stepfather, stepmother, stepson, stepdaughter, stepbrother,
318 stepsister, half brother, or half sister.

319 19. Implementation of the activities authorized under s.
320 1002.331 by the charter school when it satisfies the eligibility
321 requirements for a high-performing charter school. A high-
322 performing charter school shall notify its sponsor in writing by
323 March 1 if it intends to increase enrollment or expand grade
324 levels the following school year. The written notice shall
325 specify the amount of the enrollment increase and the grade
326 levels that will be added, as applicable.

327 Section 5. Paragraph (a) of subsection (3) and paragraph
328 (b) of subsection (9) of section 1002.37, Florida Statutes, are
329 amended to read:

330 1002.37 The Florida Virtual School.—

331 (3) Funding for the Florida Virtual School shall be
332 provided as follows:

333 (a)1. For a student in grades 9 through 12, a "full-time
334 equivalent student" is one student who has successfully
335 completed six full-credit courses that count toward the minimum
336 number of credits required for high school graduation. A student

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who completes fewer than six full-credit courses is a fraction of a full-time equivalent student. Half-credit course completions shall be included in determining a full-time equivalent student. Credit completed by a student in excess of the minimum required for that student for high school graduation is not eligible for funding.

2. For a student in kindergarten through grade 8, a "full-time equivalent student" is one student who has successfully completed six courses or the prescribed level of content that counts toward promotion to the next grade. A student who completes fewer than six courses or the prescribed level of content shall be a fraction of a full-time equivalent student.

~~3. Beginning in the 2014-2015 fiscal year, when s. 1008.22(3)(g) is implemented, the reported full-time equivalent students and associated funding of students enrolled in courses requiring passage of an end-of-course assessment shall be adjusted after the student completes the end-of-course assessment. However, no adjustment shall be made for home education program students who choose not to take an end-of-course assessment.~~

For purposes of this paragraph, the calculation of "full-time equivalent student" shall be as prescribed in s. 1011.61(1)(c)1.b.(V).

(9)

(b) Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of-course

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assessments required pursuant to s. 1008.22 ~~1008.22(3)(e)2~~.

Section 6. Section 1002.375, Florida Statutes, is repealed.

Section 7. Paragraph (b) of subsection (4) and paragraphs (e), (f), and (g) of subsection (7) of section 1002.45, Florida Statutes, are amended to read:

1002.45 Virtual instruction programs.—

(4) CONTRACT REQUIREMENTS.—Each contract with an approved provider must at minimum:

(b) Provide a method for determining that a student has satisfied the requirements for graduation in s. 1003.428 or s. 1003.4282, ~~s. 1003.429, or s. 1003.43~~ if the contract is for the provision of a full-time virtual instruction program to students in grades 9 through 12.

(7) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL FUNDING.—

~~(e) Beginning in the 2014-2015 fiscal year, when s. 1008.22(3)(g) is implemented, the reported full-time equivalent students and associated funding of students enrolled in courses requiring passage of an end-of-course assessment shall be adjusted after the student completes the end-of-course assessment.~~

(e) ~~(f)~~ The school district providing virtual instruction shall report full-time equivalent students for a virtual instruction program or a virtual charter school to the department in a manner prescribed by the department, and funding shall be provided through the Florida Education Finance Program.

(f) ~~(g)~~ A Florida College System institution provider may

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not report students who are served in a virtual instruction program for funding under the Florida College System Program Fund.

Section 8. Paragraph (i) of subsection (1) of section 1003.02, Florida Statutes, is amended to read:

1003.02 District school board operation and control of public K-12 education within the school district.—As provided in part II of chapter 1001, district school boards are constitutionally and statutorily charged with the operation and control of public K-12 education within their school district. The district school boards must establish, organize, and operate their public K-12 schools and educational programs, employees, and facilities. Their responsibilities include staff development, public K-12 school student education including education for exceptional students and students in juvenile justice programs, special programs, adult education programs, and career education programs. Additionally, district school boards must:

(1) Provide for the proper accounting for all students of school age, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students in the following fields:

(i) Parental notification of acceleration options.—At the beginning of each school year, notify parents of students in or entering high school of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual

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School courses and options for early ~~or accelerated high school~~ graduation under s. ss. 1003.4281 ~~and 1003.429.~~

Section 9. Paragraph (c) of subsection (3) of section 1003.03, Florida Statutes, is amended to read:

1003.03 Maximum class size.—

(3) IMPLEMENTATION OPTIONS.—District school boards must consider, but are not limited to, implementing the following items in order to meet the constitutional class size maximums described in subsection (1):

(c)1. Repeal district school board policies that require students to earn ~~have~~ more than the 24 credits required under s. 1003.428 to graduate from high school.

2. Implement the early graduation option provided under s. 1003.4281. ~~Adopt policies to allow students to graduate from high school as soon as they pass the grade 10 FCAT and complete the courses required for high school graduation.~~

Section 10. Section 1003.41, Florida Statutes, is amended to read:

(Substantial rewording of section. See s. 1003.41, F.S., for present text.)

1003.41 Next Generation Sunshine State Standards.—

(1) Next Generation Sunshine State Standards establish the core content of the curricula to be taught in the state and specify the core content knowledge and skills that K-12 public school students are expected to acquire. Standards must be rigorous and relevant and provide for the logical, sequential progression of core curricular content that incrementally increases a student's core content knowledge and skills over

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time. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. The standards must include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8. The standards for grades 9 through 12 may be organized by grade clusters of more than one grade level except as otherwise provided for visual and performing arts, physical education, health, and foreign language standards.

(2) Next Generation Sunshine State Standards must meet the following requirements:

(a) English Language Arts standards must establish specific curricular content for, at a minimum, reading, writing, speaking and listening, and language standards.

(b) Science standards must establish specific curricular content for, at a minimum, the nature of science, earth and space science, physical science, and life science.

(c) Mathematics standards must establish specific curricular content for, at a minimum, algebra, geometry, statistics and probability, number and quantity, functions, and modeling.

(d) Social studies standards must establish specific curricular content for, at a minimum, geography, United States and world history, government, civics, humanities, and

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economics, to include financial literacy. Financial literacy includes the knowledge, understanding, skills, behaviors, attitudes, and values that will enable a student to make responsible and effective financial decisions on a daily basis. Financial literacy instruction shall be an integral part of instruction throughout the entire economics course and include information regarding earning income; buying goods and services; saving and financial investing; taxes; the use of credit and credit cards; budgeting and debt management, including student loans and secured loans; banking and financial services; planning for one's financial future, including higher education and career planning; credit reports and scores; and fraud and identity theft prevention.

(e) Visual and performing arts, physical education, health, and foreign language standards must establish specific curricular content and include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The standards for grades 6 through 12 may be organized by grade clusters of more than one grade level.

(3) The Commissioner of Education, as needed, shall develop and submit proposed revisions to the standards for review and comment by Florida educators, school administrators, representatives of the Florida College System institutions and state universities who have expertise in the content knowledge and skills necessary to prepare a student for postsecondary education and careers, leaders in business and industry, and the

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public. The commissioner, after considering reviews and comments, shall submit the proposed revisions to the State Board of Education for adoption. In addition, the commissioner shall prepare an analysis of the costs associated with requiring financial literacy as a separate, one-half credit course, including estimated costs for instructional personnel, training, and the development or purchase of instructional materials. The commissioner shall provide the cost analysis to the President of the Senate and the Speaker of the House of Representatives by no later than October 1, 2013.

(4) The State Board of Education shall adopt rules to administer this section.

Section 11. Section 1003.413, Florida Statutes, is repealed.

Section 12. Section 1003.4156, Florida Statutes, is amended to read:

1003.4156 General requirements for middle grades promotion.—

(1) In order for a student to be promoted to high school ~~Promotion~~ from a school that includes ~~composed of~~ middle grades 6, 7, and 8, ~~requires that:~~

~~(a)~~ the student must successfully complete the following ~~academic~~ courses ~~as follows:~~

(a)1. Three middle grades ~~school~~ or higher courses in English Language Arts (ELA). ~~These courses shall emphasize literature, composition, and technical text.~~

(b)2. Three middle grades ~~school~~ or higher courses in mathematics. Each ~~middle~~ school that includes middle grades must

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offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment or, upon transition to common core assessments, the common core Algebra I or Geometry assessments required under s. 1008.22 ~~1008.22(3)(c)2.a.(I)~~. However, beginning with the 2011-2012 school year, to earn high school credit for ~~an~~ Algebra I ~~course~~, a middle grades school student must pass the Algebra I statewide, standardized end-of-course assessment, and beginning with the 2012-2013 school year, to earn high school credit for a Geometry course, a middle grades school student must take pass the statewide, standardized Geometry end-of-course assessment, which counts 30 percent of the student's final course grade, and earn a passing grade in the course.

~~(c)3.~~ Three middle grades school or higher courses in social studies, ~~one semester of which must include the study of state and federal government and civics education.~~ Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course ~~that a student successfully completes in accordance with s. 1008.22(3)(c) and that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the~~

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561 Constitution of the United States. Beginning with the 2013-2014
562 school year, each student's performance on the statewide,
563 standardized EOC assessment in civics education required under
564 s. 1008.22 constitutes 30 percent of the student's final course
565 grade.

566 (d)4. Three middle grades ~~school~~ or higher courses in
567 science. Successful completion of a high school level Biology I
568 course is not contingent upon the student's performance on the
569 statewide, standardized EOC ~~end-of-course~~ assessment required
570 under s. 1008.22 ~~1008.22(3)(c)2.a.(II)~~. However, beginning with
571 the 2012-2013 school year, to earn high school credit for a
572 Biology I course, a middle grades ~~school~~ student must take ~~pass~~
573 the statewide, standardized Biology I EOC ~~end-of-course~~
574 assessment, which counts 30 percent of the student's final
575 course grade, and earn a passing grade in the course.

576 (e)5. One course in career and education planning to be
577 completed in 6th, 7th, or 8th grade. The course may be taught by
578 any member of the instructional staff. At a minimum, the course
579 must be Internet based, easy to use, and customizable to each
580 student and include research-based assessments to assist
581 students in determining educational and career options and
582 goals. In addition, the course, must result in a completed
583 personalized academic and career plan for the student; must
584 emphasize the importance of entrepreneurship skills; must
585 emphasize technology or the application of technology in career
586 fields; and, beginning in the 2014-2015 academic year, must
587 include information from the Department of Economic
588 Opportunity's economic security report as described in s.

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445.07. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the standard high school diploma designation options provided under s. 1003.4282; high school assessment and college entrance test requirements;; Florida Bright Futures Scholarship Program requirements;; state university and Florida College System institution admission requirements; available opportunities to, ~~and programs through which a high school student can~~ earn college credit in high school, including Advanced Placement courses, the International Baccalaureate program, the Advanced International Certificate of Education program, and dual enrollment, including career dual enrollment; and career education courses, including ~~academy and~~ career-themed courses ~~course opportunities,~~ and courses that lead to national industry certification.

~~A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for purposes of determining the student's course grade and completing the requirements for middle grades promotion.~~

Each school must inform parents about the course curriculum and activities. Each student shall complete a personal education plan that must be signed by the student and the student's parent. The Department of Education shall develop course frameworks and professional development materials for the career

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and education planning course. The course may be implemented as a stand-alone course or integrated into another course or courses. The Commissioner of Education shall collect longitudinal high school course enrollment data by student ethnicity in order to analyze course-taking patterns.

~~(2)(b) If For each year in which a middle grades student scores at Level 1 or Level 2 on FCAT Reading or, when the state transitions to common core assessments, on the English Language Arts assessments required under s. 1008.22, the following year the student must enroll be enrolled in and complete a remedial an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which remediation reading strategies are incorporated into course content delivery delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students performing reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(9). A middle grades student who scores at Level 1 or Level 2 on FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.~~

~~(3)(c) If For each year in which a middle grades student scores at Level 1 or Level 2 on FCAT Mathematics or, when the~~

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645 state transitions to common core assessments, on the mathematics
646 common core assessments required under s. 1008.22, the following
647 year, the student must receive remediation ~~the following year,~~
648 which may be integrated into the student's required mathematics
649 courses ~~course~~.

650 ~~(2) Students in grade 6, grade 7, or grade 8 who are not~~
651 ~~enrolled in schools with a middle grades configuration are~~
652 ~~subject to the promotion requirements of this section.~~

653 ~~(4)(3)~~ The State Board of Education shall ~~may~~ adopt rules
654 pursuant to ss. 120.536(1) and 120.54 to implement ~~the~~
655 ~~provisions of this section and may enforce the provisions of~~
656 this section pursuant to s. 1008.32.

657 Section 13. Section 1003.4203, Florida Statutes, is
658 amended to read:

659 1003.4203 Digital materials, recognitions, certificates,
660 and technical assistance ~~curriculum~~.

661 (1) Each district school board, in consultation with the
662 district school superintendent, shall make available ~~may develop~~
663 ~~and implement a digital~~ materials ~~curriculum~~ for students in
664 prekindergarten ~~grades 6~~ through grade 12 in order to enable
665 students to attain digital skills ~~competencies in web~~
666 ~~communications and web design. A digital curriculum may include~~
667 ~~web-based skills, web-based core technologies, web design, use~~
668 ~~of digital technologies and markup language to show competency~~
669 ~~in computer skills, and use of web-based core technologies to~~
670 ~~design creative, informational, and content standards for web-~~
671 ~~based digital products that demonstrate proficiency in creating,~~
672 ~~publishing, testing, monitoring, and maintaining a website.~~

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673 ~~(2)~~ The digital materials ~~curriculum instruction~~ may be
674 integrated into ~~middle school and high school~~ subject area
675 curricula, ~~or~~ offered as a separate course, made available
676 through open-access options, or deployed through online or
677 digital computer applications, subject to available funding.

678 (2) Beginning with the 2013-2014 school year, each
679 district school board, in consultation with the district school
680 superintendent, shall make available digital materials,
681 including software application, to students with disabilities
682 who are in prekindergarten through grade 12.

683 (3) Subject to available funding, by December 1, 2013, the
684 department shall contract with one or more technology companies,
685 or affiliated nonprofit organizations, that have approved
686 industry certifications identified on the Industry Certification
687 Funding List or the Postsecondary Industry Certification Funding
688 List, pursuant to s. 1003.492 or s. 1008.44, to develop a
689 Florida Cyber Security Recognition program and a Florida Digital
690 Arts Recognition program. The department shall notify each
691 school district when the programs are developed and available.
692 The programs shall be made available to all public elementary
693 school students at no cost to the districts or charter schools.

694 (a) Targeted skills to be mastered for each program shall
695 be identified by the department.

696 1. The Florida Cyber Security Recognition program must be
697 based upon an understanding of computer processing operations
698 and be primarily focused upon cyber security skills that
699 increase a student's cyber-safe practices.

700 2. The Florida Digital Arts Recognition program must

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701 reflect a balance of skills in technology and the arts.

702 (b) The technology companies or affiliated nonprofit
703 organizations that provide the programs must provide open access
704 to materials for teaching and assessing the skills a student
705 must acquire in order to earn a Florida Cyber Security
706 Recognition or a Florida Digital Arts Recognition acknowledging
707 successful completion of the program. The school district shall
708 notify each elementary school advisory council of the methods of
709 delivery of the open-access content and assessments. If there is
710 no elementary school advisory council, notification must be
711 provided to the district school advisory council.

712 (4) Subject to available funding, by December 1, 2013, the
713 department shall contract with one or more technology companies
714 that have approved industry certifications identified on the
715 Industry Certification Funding List or the Postsecondary
716 Industry Certification Funding List, pursuant to s. 1004.492 or
717 s. 1008.44, to develop a Florida Digital Tools Certificate
718 program that focuses on a student's technology competence. The
719 department shall notify each school district when the program is
720 developed and available. The program shall be made available to
721 all public middle grades students at no cost to the districts or
722 charter schools. Upon successful completion of the program, a
723 student shall be awarded a certificate that identifies the
724 student's digital skill level.

725 (a) Targeted skills to be mastered include digital
726 technology skills that are necessary to the student's academic
727 work and skills the student may need in future employment. The
728 skills must include, but are not limited to, word processing,

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729 spreadsheet display, email protocols, and the creation of
730 presentations, including sound, text, and graphic presentations,
731 consistent with industry certifications that are listed on the
732 Industry Certification Funding List, pursuant to s. 1003.492.

733 (b) A technology company that provides the program and
734 certificate must provide open access to materials for teaching
735 and assessing the skills necessary to earn the certificate. The
736 school district shall notify each middle school advisory council
737 of the methods of delivery of the open-access content and
738 assessments for the certificate. If there is no middle school
739 advisory council, notification must be provided to the district
740 school advisory council.

741 (c) The Legislature intends that beginning no later than
742 July 1, 2018, 75 percent of public middle grades students shall
743 be earning a Florida Digital Tools Certificate.

744 (5)-(3) The Department of Education or a company contracted
745 with under subsection (4) shall provide technical assistance to
746 shall develop a model digital curriculum to serve as a guide for
747 district school boards in the implementation of this section.
748 Technical assistance to districts shall include, but is not
749 limited to, identification of digital technology resources;
750 primarily open-access resources, including digital curriculum,
751 instructional materials, media assets, and other digital tools
752 and applications; training mechanisms for teachers and others to
753 facilitate integration of digital technologies into
754 instructional strategies; and model policies and procedures that
755 support sustainable implementation practices ~~development of a~~
756 ~~digital curriculum.~~

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757 ~~(4)~~ (6) A district school board may seek partnerships with
758 other school districts, private businesses, postsecondary
759 institutions, or ~~and~~ consultants to offer classes and
760 instruction to teachers and students to assist the school
761 district in providing digital materials, recognitions, and
762 certificates established pursuant to this section ~~curriculum~~
763 ~~instruction.~~

764 (7) The State Board of Education shall adopt rules to
765 administer this section.

766 Section 14. Subsections (1), (2), (9), (10), and (11) of
767 section 1003.428, Florida Statutes, are amended to read:

768 1003.428 General requirements for high school graduation,
769 ~~revised.~~—

770 (1) ~~Except as otherwise authorized pursuant to s.~~
771 ~~1003.429,~~ Beginning with students entering grade 9 in the 2007-
772 2008 school year, graduation requires the successful completion
773 of a minimum of 24 credits, an International Baccalaureate
774 curriculum, or an Advanced International Certificate of
775 Education curriculum. Students must be advised of eligibility
776 requirements for state scholarship programs and postsecondary
777 admissions.

778 (2) The 24 credits may be earned through applied,
779 integrated, and career education ~~combined~~ courses approved by
780 the Department of Education. The 24 credits shall be distributed
781 as follows:

782 (a) Sixteen core curriculum credits:

783 1. Four credits in English, with major concentration in
784 composition, reading for information, and literature.

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2. Four credits in mathematics, one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. Beginning with students entering grade 9 in the 2010-2011 school year, in addition to the Algebra I credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry as approved by the State Board of Education. Beginning with students entering grade 9 in the 2010-2011 school year, the end-of-course assessment requirements under s. 1008.22(3)(c)2.a.(I) must be met in order for a student to earn the required credit in Algebra I. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s. 1008.22(3)(c)2.a.(I) must be met in order for a student to earn the required credit in geometry. Beginning with students entering grade 9 in the 2012-2013 school year, in addition to the Algebra I and geometry credit requirements, one of the four credits in mathematics must be Algebra II or a series of courses equivalent to Algebra II as approved by the State Board of Education.

3. Three credits in science, two of which must have a laboratory component. Beginning with students entering grade 9 in the 2011-2012 school year, one of the three credits in science must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s. 1008.22(3)(c)2.a.(II) must be met in order for a student to earn the required credit in Biology I. Beginning with students

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entering grade 9 in the 2013-2014 school year, one of the three credits must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education, one credit must be chemistry or physics or a series of courses equivalent to chemistry or physics as approved by the State Board of Education, and one credit must be an equally rigorous course, as determined by the State Board of Education.

4. Three credits in social studies as follows: one credit in United States history; one credit in world history; one-half credit in economics, which shall include financial literacy; and one-half credit in United States government.

5. One credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.

6. One credit in physical education to include integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better. The competency test on personal fitness must be developed by the Department of Education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a

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841 dance class shall satisfy one-half credit in physical education
842 or one-half credit in performing arts. This credit may not be
843 used to satisfy the personal fitness requirement or the
844 requirement for adaptive physical education under an individual
845 education plan (IEP) or 504 plan. Completion of 2 years in a
846 Reserve Officer Training Corps (R.O.T.C.) class, a significant
847 component of which is drills, shall satisfy the one-credit
848 requirement in physical education and the one-credit requirement
849 in performing arts. This credit may not be used to satisfy the
850 personal fitness requirement or the requirement for adaptive
851 physical education under an individual education plan (IEP) or
852 504 plan.

853 (b) Eight credits in electives.

854 1. For each year in which a student scores ~~at~~ Level 1 on
855 FCAT Reading, the student must be enrolled in and complete an
856 intensive reading course the following year. Placement of Level
857 2 readers in either an intensive reading course or a content
858 area course in which reading strategies are delivered shall be
859 determined by diagnosis of reading needs. The department shall
860 provide guidance on appropriate strategies for diagnosing and
861 meeting the varying instructional needs of students reading
862 below grade level. Reading courses shall be designed and offered
863 pursuant to the comprehensive reading plan required by s.
864 1011.62(9). A high school student who scores ~~at~~ Level 1 or Level
865 2 on FCAT Reading but who did not score below Level 3 in the
866 previous 3 years may be granted a 1-year exemption from the
867 reading remediation requirement; however, the student must have
868 an approved academic improvement plan already in place, signed

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by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

2. For each year in which a student scores ~~at~~ Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the Course Code Directory.

(c) Beginning with students entering grade 9 in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning. A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester. An online course taken during grades 6 through 8 fulfills this requirement. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45 meets this requirement. This requirement does not apply to a student who has an individual educational plan under s. 1003.57 which indicates that an online course would be inappropriate or a student who is enrolled in a Florida high school and has less than 1 academic year remaining in high school.

~~(9) The Commissioner of Education may award a standard high school diploma to honorably discharged veterans who started high school between 1937 and 1946 and were scheduled to graduate~~

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897 ~~between 1941 and 1950 but were inducted into the United States~~
898 ~~Armed Forces between September 16, 1940, and December 31, 1946,~~
899 ~~prior to completing the necessary high school graduation~~
900 ~~requirements. Upon the recommendation of the commissioner, the~~
901 ~~State Board of Education may develop criteria and guidelines for~~
902 ~~awarding such diplomas.~~

903 ~~(10) The Commissioner of Education may award a standard~~
904 ~~high school diploma to honorably discharged veterans who started~~
905 ~~high school between 1946 and 1950 and were scheduled to graduate~~
906 ~~between 1950 and 1954, but were inducted into the United States~~
907 ~~Armed Forces between June 27, 1950, and January 31, 1955, and~~
908 ~~served during the Korean Conflict prior to completing the~~
909 ~~necessary high school graduation requirements. Upon the~~
910 ~~recommendation of the commissioner, the State Board of Education~~
911 ~~may develop criteria and guidelines for awarding such diplomas.~~

912 (9) ~~(11)~~ The State Board of Education may adopt rules
913 pursuant to ss. 120.536(1) and 120.54 to implement ~~the~~
914 ~~provisions of this section and may enforce the provisions of~~
915 ~~this section pursuant to s. 1008.32.~~

916 Section 15. Subsection (1) of section 1003.4281, Florida
917 Statutes, is amended to read:

918 1003.4281 Early high school graduation.—

919 (1) The purpose of this section is to provide a student
920 the option of early graduation if the student earns ~~has~~
921 ~~completed a minimum of 24 credits and meets the graduation~~
922 ~~requirements set forth in s. 1003.428~~ or s. 1003.4282, as
923 applicable. For purposes of this section, the term "early
924 graduation" means graduation from high school in less than 8

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semesters or the equivalent.

Section 16. Section 1003.4282, Florida Statutes, is created to read:

1003.4282 Requirements for a standard high school diploma.—

(1) TWENTY-FOUR CREDITS REQUIRED.—

(a) Beginning with students entering grade 9 in the 2013-2014 school year, receipt of a standard high school diploma requires successful completion of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum.

(b) The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined in s. 1003.01(4), including work-related internships approved by the State Board of Education and identified in the course code directory. However, any must-pass assessment requirements must be met. An equivalent course is one or more courses identified by content-area experts as being a match to the core curricular content of another course, based upon review of the Next Generation Sunshine State Standards for that subject. An applied course aligns with Next Generation Sunshine State Standards and includes real-world applications of a career and technical education standard used in business or industry. An integrated course includes content from several courses within a content area or across content areas.

(c) A student may choose among three standard high school diploma designations. By providing choices, students and their parents will be more integrally involved in planning for the

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953 student's postsecondary success.

954 (2) NOTIFICATION REQUIREMENTS.—The school district must
955 notify students and parents, in writing, of the requirements of
956 each standard high school diploma designation and the
957 eligibility requirements for state scholarship programs and
958 postsecondary admissions. The Department of Education shall
959 directly and through the school districts notify private schools
960 of public high school course credit and assessment requirements.
961 Each private school must make this information available to
962 students and their parents so they are aware of public high
963 school graduation requirements.

964 (3) DESIGNATIONS.—By the end of the first semester in 9th
965 grade, a public school student and his or her parent must select
966 a standard high school diploma designation that best meets the
967 student's needs and goals. School staff must assist students and
968 their parents in the selection. The parent and student must sign
969 a standardized form indicating their selection. The form must
970 contain a brief description of each designation available. If a
971 standard high school diploma designation selection is not made,
972 the student is expected to earn the College and Career
973 designation in order to graduate. A student must be provided an
974 opportunity to change his or her designation selection.

975 (a) College and Career designation; course and assessment
976 requirements.—

977 1. Four credits in English Language Arts (ELA).—The four
978 credits must be in ELA I, II, III, and IV. A student must pass
979 10th grade FCAT Reading until the state transitions to a common
980 core 10th grade, must pass ELA assessment. Beginning in the

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fourth year of administration, after field and baseline testing, and beginning with the incoming 9th grade student cohort, a student must pass the 10th grade ELA assessment in order to earn the required credit in ELA II.

2. Four credits in Mathematics.—The student must earn one credit in Algebra I and one credit in Geometry. A student must pass the Algebra I end-of-course (EOC) assessment in order to earn credit in the course. Beginning in the fourth year in which the common core Algebra I assessment is administered, after field and baseline testing, and beginning with the incoming 9th grade student cohort, a student must pass the common core assessment in order to earn credit in the course. A student's performance on the Geometry EOC assessment constitutes 30 percent of the student's final course grade. When the state transitions from the Geometry EOC assessment to a common core Geometry assessment, after field and baseline testing are completed, a student's performance on the common core Geometry assessment constitutes 30 percent of a student's final course grade. When the state administers a common core Algebra II assessment, after field and baseline testing are completed, a student selecting Algebra II must take the assessment, and the student's performance on the assessment constitutes 30 percent of the student's final course grade.

3. Three credits in Science.—Two of the three required credits must have a laboratory component. A student must earn one credit in Biology I and two credits in equally rigorous courses. The Biology I EOC assessment constitutes 30 percent of the student's final course grade.

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1009 4. Three credits in Social Studies.—A student must earn
1010 one credit in United States History; one credit in World
1011 History; one-half credit in Economics which must include
1012 financial literacy; and one-half credit in United States
1013 Government. The United States History EOC assessment constitutes
1014 30 percent of the student's final course grade.

1015 5. One credit in Fine or Performing Arts, Speech and
1016 Debate, or Practical Arts.—The practical arts course must
1017 incorporate artistic content and techniques of creativity,
1018 interpretation, and imagination. Eligible practical arts courses
1019 are identified in the Course Code Directory.

1020 6. One credit in Physical Education.—Physical Education
1021 must include the integration of health. This requirement is
1022 subject to all of the provisions in s. 1003.428(2)(a)6.

1023 7. Eight credits in electives.—School districts must
1024 develop and offer coordinated electives so that a student may
1025 develop knowledge and skills in his or her area of interest,
1026 such as electives with a STEM or Liberal Arts focus or career
1027 education courses that result in or lead to industry
1028 certification.

1029 (b) Industry designation; course and assessment
1030 requirements.—

1031 1. Four credits in English Language Arts (ELA).—The four
1032 credits must be in ELA I, II, III, and IV. A student must pass
1033 10th grade FCAT Reading until the state transitions to a common
1034 core 10th grade, must pass ELA assessment. Beginning in the
1035 fourth year of administration, after field and baseline testing,
1036 and beginning with the incoming 9th grade student cohort, a

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1037 student must pass the 10th grade ELA assessment in order to earn
1038 the required credit in ELA II.

1039 2. Four credits in Mathematics.—The student must earn one
1040 credit in Algebra I. A student must pass the Algebra I EOC
1041 assessment in order to earn credit in the course. Beginning in
1042 the fourth year of administration, after field and baseline
1043 testing, and beginning with the incoming 9th grade student
1044 cohort, a student must pass the common core assessment in
1045 Algebra I in order to earn credit in the course. If a student
1046 selects Geometry as one of the four mathematics credits, a
1047 student's performance on the Geometry EOC assessment or, if the
1048 state has transitioned to the common core Geometry assessment,
1049 the common core Geometry assessment constitutes 30 percent of
1050 the student's final course grade. When the state administers a
1051 common core Algebra II assessment, after field and baseline
1052 testing are completed, a student selecting Algebra II must take
1053 the assessment, and the student's performance on the assessment
1054 constitutes 30 percent of the student's final course grade.

1055 3. Three credits in Science.—Two of the three required
1056 credits must have a laboratory component. A student must earn
1057 one credit in Biology I. The Biology I EOC assessment
1058 constitutes 30 percent of the student's final course grade.

1059 4. Three credits in Social Studies.—A student must earn
1060 one credit in United States History; one credit in World
1061 History; one-half credit in Economics which must include
1062 financial literacy; and one-half credit in United States
1063 Government. Student performance on the United States History EOC
1064 assessment constitutes 30 percent of the student's final course

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1065 grade.

1066 5. One credit in Fine or Performing Arts, Speech and
1067 Debate, or Practical Arts.—The practical arts course must
1068 incorporate artistic content and techniques of creativity,
1069 interpretation, and imagination. Eligible practical arts courses
1070 are identified in the Course Code Directory.

1071 6. One credit in Physical Education.—Physical Education
1072 must include the integration of health. This requirement is
1073 subject to all of the provisions in s. 1003.428(2)(a)6.

1074 7. Eight credits in electives.—Students must complete an
1075 industry-certified career education program or a series of
1076 career-themed courses that result in industry certification or
1077 articulate into the award of college credit or must complete
1078 career education courses for which there is a statewide or local
1079 articulation agreement and which lead to college credit.

1080 (c) Scholar designation; course and assessment
1081 requirements.—

1082 1. Four credits in English Language Arts (ELA).—The four
1083 credits must be in ELA I, II, III, and IV. A student must pass
1084 10th grade FCAT Reading until the state transitions to a common
1085 core 10th grade, must pass ELA assessment. Beginning in the
1086 fourth year of administration, after field and baseline testing,
1087 and beginning with the incoming 9th grade cohort, the student
1088 must pass the 10th grade and 11th grade ELA assessments in order
1089 to earn the required credits.

1090 2. Four credits in Mathematics.—The student must earn one
1091 credit in Algebra I; one credit in Geometry; one credit in
1092 Algebra II; and one credit in Statistics or an equally rigorous

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1093 course. A student must pass the Algebra I EOC assessment in
1094 order to earn credit in the course. Beginning in the fourth year
1095 of administration, after field and baseline testing, and
1096 beginning with the incoming 9th grade student cohort, a student
1097 must pass the common core assessment in Algebra I in order to
1098 earn credit in the course. A student's performance on the
1099 Geometry EOC assessment constitutes 30 percent of the student's
1100 final course grade, and the student must pass the EOC assessment
1101 in order to earn credit in the course. Beginning in the fourth
1102 year of administration, after field and baseline testing, and
1103 beginning with the incoming 9th grade student cohort, a
1104 student's performance on the common core Geometry and Algebra II
1105 assessments constitutes 30 percent of a student's final course
1106 grade, and the student must pass the assessments in order to
1107 earn credit in the courses.

1108 3. Three credits in Science.—Two of the three required
1109 credits must have a laboratory component. A student must earn
1110 one credit in Biology I and one credit in Chemistry, Physics, or
1111 an equally rigorous course. A student's performance on the
1112 Biology I EOC assessment constitutes 30 percent of the student's
1113 final course grade, and the student must pass the assessment in
1114 order to earn credit in the course.

1115 4. Three credits in Social Studies.—A student must earn
1116 one credit in United States History; one credit in World
1117 History; one-half credit in Economics which must include
1118 financial literacy; and one-half credit in United States
1119 Government. Student performance on the United States History EOC
1120 assessment constitutes 30 percent of the student's final course

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grade. Beginning in the 2015-2016 school year, and beginning with the incoming 9th grade student cohort, a student's performance on the United States History EOC assessment constitutes 30 percent of the student's final course grade, and the student must pass the assessment in order to earn credit in the course.

5. One credit in Fine or Performing Arts, Speech and Debate, or Practical Arts.—The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified in the Course Code Directory.

6. One credit in Physical Education.—Physical Education must include the integration of health. This requirement is subject to all of the provisions in s. 1003.428(2)(a)6.

7. Two credits in a foreign language.—The two credits must be in the same language.

8. Six credits in electives.—At least one of the credits must be in an Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment course. Electives may include career education courses. School districts shall coordinate electives with a STEM or Liberal Arts focus, and school staff shall assist students in selecting the most appropriate focus.

(4) ONLINE COURSE REQUIREMENT.—Excluding a driver's education course, at least one course within the 24 credits required under this section must be completed through online learning. A school district may not require a student to take the online course outside the school day or in addition to a

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1149 student's courses for a given semester. An online course taken
1150 in grade 6, grade 7, or grade 8 fulfills this requirement. This
1151 requirement is met through an online course offered by the
1152 Florida Virtual School, a virtual education provider approved by
1153 the State Board of Education, a high school, or an online dual
1154 enrollment course. A student who is enrolled in a full-time or
1155 part-time virtual instruction program under s. 1002.45 meets
1156 this requirement. This requirement does not apply to a student
1157 who has an individual education plan under s. 1003.57 which
1158 indicates that an online course would be inappropriate or to an
1159 out-of-state transfer student who is enrolled in a Florida high
1160 school and has 1 academic year or less remaining in high school.

1161 (5) REMEDIATION FOR HIGH SCHOOL STUDENTS.—

1162 (a) Each year a student scores Level 1 or Level 2 on 9th
1163 grade or 10th grade FCAT Reading or, when implemented, 9th
1164 grade, 10th grade, or 11th grade common core English Language
1165 Arts (ELA) assessments, the student must be enrolled in and
1166 complete an intensive remedial course the following year or be
1167 placed in a content area course that includes remediation of
1168 skills not acquired by the student.

1169 (b) Each year a student scores Level 1 or Level 2 on the
1170 Algebra I EOC assessment, or upon transition to the common core
1171 Algebra I assessment, the student must be enrolled in and
1172 complete an intensive remedial course the following year or be
1173 placed in a content area course that includes remediation of
1174 skills not acquired by the student.

1175 (6) GRADE FORGIVENESS POLICY.—Each district school board
1176 shall adopt policies designed to assist students in meeting

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1177 graduation requirements including grade forgiveness policies.
1178 Forgiveness policies for required courses shall be limited to
1179 replacing a grade of "D" or "F" with a grade of "C" or higher
1180 earned subsequently in the same or comparable course.
1181 Forgiveness policies for elective courses shall be limited to
1182 replacing a grade of "D" or "F" with a grade of "C" or higher
1183 earned subsequently in another course. The only exception to
1184 these forgiveness policies shall be made for a student in the
1185 middle grades who takes any high school course for high school
1186 credit and earns a grade of "C," "D," or "F". In such case, the
1187 district forgiveness policy must allow the replacement of the
1188 grade with a grade of "C" or higher earned subsequently in the
1189 same or comparable course. In all cases of grade forgiveness,
1190 only the new grade shall be used in the calculation of the
1191 student's grade point average. Any course grade not replaced
1192 according to a district school board forgiveness policy shall be
1193 included in the calculation of the cumulative grade point
1194 average required for graduation.

1195 (7) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who
1196 earns a cumulative grade point average (GPA) of 2.0 on a 4.0
1197 scale and meets the requirements of this section shall be
1198 awarded a standard high school diploma in a form prescribed by
1199 the State Board of Education. Notwithstanding any other law to
1200 the contrary, all students enrolled in high school as of the
1201 2012-2013 school year may select one of the standard high school
1202 diploma designations and, if the student meets the applicable
1203 requirements and earns a 2.0 GPA, the student shall be awarded a
1204 standard high school diploma with the appropriate designation

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1205 indicated on the diploma. A high school student who earned a
1206 passing grade in Biology I or Geometry prior to the 2013-2014
1207 school year shall be awarded a credit in that course if the
1208 student selects the College and Career designation or the
1209 Industry designation and, if the student selects the Scholar
1210 designation and passed the course and the EOC assessment, the
1211 student's performance on the EOC assessment is not required to
1212 constitute 30 percent of the student's final course grade. A
1213 student who fails to earn the required credits or achieve a 2.0
1214 GPA shall be awarded a certificate of completion in a form
1215 prescribed by the State Board of Education.

1216 (8) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—

1217 (a) Beginning with the 2012-2013 school year, if a student
1218 transfers to a Florida public high school from out of country,
1219 out of state, a private school, or a home education program and
1220 the student's transcript shows a mathematics credit in a course
1221 that requires passage of a statewide, standardized assessment in
1222 order to earn course credit, the student must pass the
1223 assessment in order to earn the credit unless the student earned
1224 an equivalent score pursuant to s. 1008.22, passed a statewide
1225 assessment in that subject administered by the transferring
1226 entity, or passed the statewide assessment the transferring
1227 entity uses to satisfy the requirements of the Elementary and
1228 Secondary Education Act, 20 U.S.C. 6301. If a student's
1229 transcript shows a credit in high school reading or English
1230 Language Arts II or III, the student must take and pass grade 10
1231 FCAT Reading or earn a concordant score on the SAT or ACT as
1232 specified by state board rule or, when the state transitions to

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1233 common core English Language Arts assessments, earn a passing
1234 score on the English Language Arts assessment as required under
1235 the standard high school diploma designation selected under this
1236 section.

1237 (b) Credits and grades earned and offered for acceptance
1238 by a transferring student shall be based on official transcripts
1239 and shall be accepted at face value subject to validation, as
1240 provided by State Board of Education rule, if required by the
1241 receiving school's accreditation.

1242 (9) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL
1243 CREDIT REQUIREMENTS.—

1244 (a) Participation in career education courses engages
1245 students in their high school education, increases academic
1246 achievement, enhances employability, and increases postsecondary
1247 success. By July 1, 2014, the department shall develop, for
1248 approval by the State Board of Education, multiple, additional
1249 career education courses or a series of courses that meet the
1250 requirements set forth in s. 1003.493(2), (4), and (5) and this
1251 subsection and allow students to earn credit in both the career
1252 education course and courses required for high school graduation
1253 under ss. 1003.428, 1003.4281, and 1003.4282.

1254 1. The state board must determine if sufficient academic
1255 standards are covered to warrant the award of academic credit.

1256 2. Career education courses must include workforce and
1257 digital literacy skills and the integration of required course
1258 content with practical applications and designated rigorous
1259 coursework that results in one or more industry certifications
1260 or clearly articulated credit or advanced standing in a 2-year

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1261 or 4-year certificate or degree program, which may include high
1262 school junior and senior year work-related internships or
1263 apprenticeships. The department shall negotiate state licenses
1264 for material and testing for industry certifications. The
1265 instructional methodology used in these courses must be
1266 comprised of authentic projects, problems, and activities for
1267 contextually learning the academics.

1268 3. The state board shall identify an industry
1269 certification or multiple certifications from the Industry
1270 Certification Funding List or the Postsecondary Industry
1271 Certification Funding List that demonstrate attainment of
1272 standards associated with digital composition, word processing,
1273 and presentation skills, which shall satisfy at least one credit
1274 in English Language Arts required to fulfill high school
1275 graduation requirements.

1276 (b) Each school district should take the initiative to
1277 work with local workforce boards, local business and industry
1278 leaders, and postsecondary institutions to establish
1279 partnerships for the purpose of creating career education
1280 courses or a series of courses that meet the requirements set
1281 forth in s. 1003.493(2), (4), and (5) which students can take to
1282 earn required high school course credits. Emphasis should be
1283 placed on online course work and digital literacy. School
1284 districts must submit their recommended career education courses
1285 to the department for state board approval. School district
1286 recommended career education courses must meet the same rigorous
1287 standards as department-developed career education courses in
1288 order to be approved by the state board. School districts

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1289 participating in the development of rigorous career education
1290 courses will be able to better address local workforce needs and
1291 allow students the opportunity to acquire the knowledge and
1292 skills that are needed not only for academic advancement but
1293 also for employability purposes.

1294 (c) Regional consortium service organizations established
1295 pursuant to s. 1001.451 shall work with school districts, local
1296 workforce boards, postsecondary institutions, and local business
1297 and industry leaders to create career education courses that
1298 meet the requirements set forth in s. 1003.493(2), (4), and (5)
1299 and this subsection which students can take to earn required
1300 high school course credits. The regional consortium shall submit
1301 course recommendations to the department, on behalf of the
1302 consortium member districts, for state board approval. A strong
1303 emphasis should be placed on online course work, digital
1304 literacy, and workforce literacy as defined in s. 1004.02(27).
1305 For purposes of providing students the opportunity to earn
1306 industry certifications, consortiums must secure the necessary
1307 site licenses and testing contracts for use by member districts.

1308 (10) RULES.—The State Board of Education shall adopt rules
1309 to implement this section.

1310 Section 17. Section 1003.4285, Florida Statutes, is
1311 amended to read:

1312 1003.4285 Standard high school diploma designations.—Each
1313 standard high school diploma shall include, as appropriate
1314 ~~applicable~~:

1315 (1) The designation a student earned under s. 1003.4282
1316 and, if a student received a waiver under s. 1008.22(3)(c)2., a

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1317 statement so indicating. ~~A designation of the student's major~~
1318 ~~area of interest pursuant to the student's completion of credits~~
1319 ~~as provided in s. 1003.428.~~

1320 (2) A designation reflecting completion of four or more
1321 accelerated college credit courses if the student is eligible
1322 for college credit pursuant to s. 1007.27 or s. 1007.271 in
1323 Advanced Placement, International Baccalaureate, Advanced
1324 International Certificate of Education, or dual enrollment
1325 courses. ~~The Commissioner of Education shall establish~~
1326 ~~guidelines for successful passage of examinations or coursework~~
1327 ~~in each of the accelerated college credit options for purposes~~
1328 ~~of this subsection.~~

1329 (3) A designation reflecting the ~~attainment of one or more~~
1330 industry certifications that were attained from the list
1331 ~~approved by Workforce Florida, Inc.,~~ under s. 1003.492.

1332 (4) A designation reflecting a Florida Ready to Work
1333 Credential in accordance with s. 445.06.

1334 Section 18. Section 1003.4286, Florida Statutes, is
1335 created to read:

1336 1003.4286 Award of standard high school diplomas to
1337 honorably discharged veterans.—Pursuant to rules adopted by the
1338 State Board of Education in consultation with the Department of
1339 Military Affairs, the Commissioner of Education may award a
1340 standard high school diploma to an honorably discharged veteran
1341 who has not completed high school graduation requirements.

1342 Section 19. Section 1003.429, Florida Statutes, is
1343 repealed.

1344 Section 20. Subsections (1) and (3) of section 1003.4295,

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Florida Statutes, are amended to read:

1003.4295 Acceleration options.—

(1) Each high school shall advise each student of programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, ~~and~~ early admission courses, career academy courses, and courses that lead to ~~national~~ industry certification, as well as the availability of course offerings through virtual instruction. Students shall also be advised of the early ~~and accelerated~~ graduation options under s. ss. 1003.4281 ~~and 1003.429.~~

(3) The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in Algebra I, Algebra II, Geometry, United States History, or Biology ~~a course that requires a statewide, standardized end-of-course assessment~~ if the student passes the statewide, standardized assessment administered under s. 1008.22 ~~attains a specified score on the assessment~~. Notwithstanding s. 1003.436, a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized ~~end-of-course~~ assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the ~~standardized end-of-course~~ assessment during the regular administration of the assessment.

Section 21. Section 1003.43, Florida Statutes, is

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repealed.

Section 22. Section 1003.433, Florida Statutes, is amended to read:

1003.433 Learning opportunities for out-of-state and out-of-country transfer students and students needing additional instruction to meet high school graduation requirements.—

(1) Students who enter a Florida public school at the eleventh or twelfth grade from out of state or out of ~~from a~~ foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the requirements under s. 1008.22 ~~pass the grade 10 FCAT required in s. 1008.22(3) or an alternate assessment as described in s. 1008.22(10).~~

(2) Students who earn the required 24 credits ~~have met all requirements~~ for the standard high school diploma except for passage of any must-pass assessment under s. 1003.4282 or s. 1008.22 ~~the grade 10 FCAT~~ or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:

(a) Participation in an accelerated high school equivalency diploma preparation program during the summer.

(b) Upon receipt of a certificate of completion, be

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1401 allowed to take the College Placement Test and be admitted to
1402 ~~remedial or credit courses at~~ a Florida College System
1403 institution, as appropriate.

1404 (c) Participation in an adult general education program as
1405 provided in s. 1004.93 for such time as the student requires to
1406 master English, reading, mathematics, or any other subject
1407 required for high school graduation. Students attending adult
1408 basic, adult secondary, or vocational-preparatory instruction
1409 are exempt from any requirement for the payment of tuition and
1410 fees, including lab fees, pursuant to s. 1009.25. A student
1411 attending an adult general education program shall have the
1412 opportunity to take any must-pass assessment under s. 1003.4282
1413 or s. 1008.22 ~~the grade 10 FCAT~~ an unlimited number of times in
1414 order to receive a standard high school diploma.

1415 (3) Students who have been enrolled in an ESOL program for
1416 less than 2 school years and have met all requirements for the
1417 standard high school diploma except for passage of any must-pass
1418 assessment under s. 1003.4282 or s. 1008.22 ~~the grade 10 FCAT~~ or
1419 alternate assessment may receive immersion English language
1420 instruction during the summer following their senior year.
1421 Students receiving such instruction are eligible to take the
1422 required assessment ~~FCAT~~ or alternate assessment and receive a
1423 standard high school diploma upon passage of the required
1424 assessment ~~grade 10 FCAT~~ or ~~the~~ alternate assessment. This
1425 subsection shall be implemented to the extent funding is
1426 provided in the General Appropriations Act.

1427 ~~(4) The district school superintendent shall be~~
1428 ~~responsible for notifying all students of the consequences of~~

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~~failure to receive a standard high school diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.~~

~~(4)-(5)~~ The State Board of Education may adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section.

Section 23. Subsection (6) of section 1003.435, Florida Statutes, is amended to read:

1003.435 High school equivalency diploma program.—

~~(6)-(a)~~ All high school equivalency diplomas issued under the provisions of this section shall have equal status with other high school diplomas for all state purposes, including admission to any state university or Florida College System institution.

~~(b) The State Board of Education shall adopt rules providing for the award of a standard high school diploma to holders of high school equivalency diplomas who are assessed as meeting designated criteria, and the commissioner shall establish procedures for administering the assessment.~~

Section 24. Paragraph (a) of subsection (1) of section 1003.436, Florida Statutes, is amended to read:

1003.436 Definition of "credit".—

(1)(a) For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP) under s. 1003.4295(3). One full credit means a minimum of 120 hours of

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bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment pursuant to s. 1007.271 that satisfy the requirements of a dual enrollment articulation agreement according to s. 1007.271(21) and that equal one full credit of the equivalent high school course identified pursuant to s. 1007.271(9).

Section 25. Section 1003.438, Florida Statutes, is amended to read:

1003.438 Special high school graduation requirements for certain exceptional students.—A student who has been identified, in accordance with rules established by the State Board of Education, as a student with disabilities who has an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; an other health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard of hearing or dual sensory impaired shall not be required to meet all requirements of ~~s. 1003.43~~ or s. 1003.428 or s. 1003.4282 and shall, upon meeting all applicable requirements prescribed by the district school board pursuant to s. 1008.25, be awarded a special diploma in a form prescribed by the commissioner; however, such special

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graduation requirements prescribed by the district school board must include minimum graduation requirements as prescribed by the commissioner. Any such student who meets all special requirements of the district school board, but is unable to meet the appropriate special state minimum requirements, shall be awarded a special certificate of completion in a form prescribed by the commissioner. However, this section does not limit or restrict the right of an exceptional student solely to a special diploma or special certificate of completion. Any such student shall, upon proper request, be afforded the opportunity to fully meet all requirements of ~~s. 1003.43~~ or s. 1003.428 or s. 1003.4282 through the standard procedures established therein and thereby to qualify for a standard diploma upon graduation.

Section 26. Subsections (2) and (4) of section 1003.4935, Florida Statutes, are amended to read:

1003.4935 Middle grades ~~school~~ career and professional academy courses and career-themed courses.—

(2) Each middle grades ~~school~~ career and professional academy or career-themed course must be aligned with at least one high school career and professional academy or career-themed course offered in the district and maintain partnerships with local business and industry and economic development boards. Middle grades ~~school~~ career and professional academies and career-themed courses must:

(a) Lead to careers in occupations designated as high-skill, high-wage, and high-demand in the Industry Certification Funding List approved under rules adopted by the State Board of Education;

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(b) Integrate content from core subject areas;

(c) Integrate career and professional academy or career-themed course content with intensive reading, English Language Arts, and mathematics pursuant to ss. ~~s.~~ 1003.428 and 1003.4282;

(d) Coordinate with high schools to maximize opportunities for middle grades ~~school~~ students to earn high school credit;

(e) Provide access to virtual instruction courses provided by virtual education providers legislatively authorized to provide part-time instruction to middle grades ~~school~~ students.

The virtual instruction courses must be aligned to state curriculum standards for middle grades ~~school~~ career and professional academy courses or career-themed courses, with priority given to students who have required course deficits;

(f) Provide instruction from highly skilled professionals who hold industry certificates in the career area in which they teach;

(g) Offer externships; and

(h) Provide personalized student advisement that includes a parent-participation component.

~~(4) The State Board of Education shall adopt rules to identify industry certifications in science, technology, engineering, and mathematics offered in middle school to be included on the Industry Certified Funding List and which are eligible for additional full-time equivalent membership under s. 1011.62(1).~~

Section 27. Paragraph (c) of subsection (3) of section 1003.51, Florida Statutes, is amended to read:

1003.51 Other public educational services.—

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(3) The Department of Education in partnership with the Department of Juvenile Justice, the district school boards, and providers shall:

(c) Maintain standardized required content of education records to be included as part of a youth's commitment record. These requirements shall reflect the policy and standards adopted pursuant to subsection (2) and shall include, but not be limited to, the following:

1. A copy of the student's individual educational plan.

2. ~~Assessment~~ Data on student performance on assessments,
~~including grade level proficiency in reading, writing, and~~
~~mathematics, and performance on tests~~ taken according to s.
1008.22.

3. A copy of the student's permanent cumulative record.

4. A copy of the student's academic transcript.

5. A portfolio reflecting the youth's academic accomplishments while in the Department of Juvenile Justice program.

Section 28. Subsection (4) of section 1003.621, Florida Statutes, is amended to read:

1003.621 Academically high-performing school districts.—It is the intent of the Legislature to recognize and reward school districts that demonstrate the ability to consistently maintain or improve their high-performing status. The purpose of this section is to provide high-performing school districts with flexibility in meeting the specific requirements in statute and rules of the State Board of Education.

(4) REPORTS.—The academically high-performing school

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1569 district shall submit to the State Board of Education and the
1570 Legislature an annual report on December 1 which delineates the
1571 performance of the school district relative to the academic
1572 performance of students at each grade level in reading, writing,
1573 mathematics, science, and any other subject that is included as
1574 a part of the statewide assessment program in s. 1008.22. The
1575 annual report shall be submitted in a format prescribed by the
1576 Department of Education and shall include, ~~but need not be~~
1577 ~~limited to, the following:~~

1578 (a) Longitudinal performance of students on in
1579 ~~mathematics, reading, writing, science, and any other subject~~
1580 ~~that is included as a part of the statewide, standardized~~
1581 assessments taken under ~~assessment program in~~ s. 1008.22;

1582 (b) Longitudinal performance of students by grade level
1583 and subgroup on in ~~mathematics, reading, writing, science, and~~
1584 ~~any other subject that is included as a part of the statewide,~~
1585 standardized assessments taken under ~~assessment program in~~ s.
1586 1008.22;

1587 (c) Longitudinal performance regarding efforts to close
1588 the achievement gap;

1589 (d)1. Number and percentage of students who take an
1590 Advanced Placement Examination; and

1591 2. Longitudinal performance regarding students who take an
1592 Advanced Placement Examination by demographic group,
1593 specifically by age, gender, race, and Hispanic origin, and by
1594 participation in the National School Lunch Program;

1595 (e) Evidence of compliance with subsection (1); and

1596 (f) A description of each waiver and the status of each

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waiver.

Section 29. Subsection (1) of section 1004.935, Florida Statutes, is amended to read:

1004.935 Adults with Disabilities Workforce Education Pilot Program.—

(1) The Adults with Disabilities Workforce Education Pilot Program is established in the Department of Education for 2 years in Hardee, DeSoto, Manatee, and Sarasota Counties to provide the option of receiving a scholarship for instruction at private schools for up to 30 students who:

(a) Have a disability;

(b) Are 22 years of age;

(c) Are receiving instruction from an instructor in a private school to meet the high school graduation requirements in s. 1003.428 or s. 1003.4282;

(d) Do not have a standard high school diploma or a special high school diploma; and

(e) Receive "supported employment services," which means employment that is located or provided in an integrated work setting with earnings paid on a commensurate wage basis and for which continued support is needed for job maintenance.

As used in this section, the term "student with a disability" includes a student who is documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment, including deafness; a visual impairment, including blindness; a dual sensory impairment; an orthopedic impairment; another health impairment; an emotional or

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behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental delay; or autism spectrum disorder.

Section 30. Subsections (2), (7), (9), and (11) of section 1007.271, Florida Statutes, are amended to read:

1007.271 Dual enrollment programs.—

(2) For the purpose of this section, an eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with s. 1002.42(2) and provides a secondary curriculum pursuant to s. 1003.428 or s. 1003.4282, ~~s. 1003.429,~~ ~~or s. 1003.43~~. Students who are eligible for dual enrollment pursuant to this section may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under s. 1007.263. Instructional time for dual enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 FTE, as provided in s. 1011.61(4). Any student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction, and

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other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

(7) Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, which count as ~~a series of elective~~ credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through ~~or certificate from a career education complete career-preparatory program or course~~ and may not be used to enroll students in isolated career courses.

(9) The Commissioner of Education shall appoint faculty committees representing public school, Florida College System institution, and university faculties to identify postsecondary courses that meet the high school graduation requirements of s. 1003.428 or s. 1003.4282, ~~s. 1003.429, or s. 1003.43~~ and to establish the number of postsecondary semester credit hours of instruction and equivalent high school credits earned through dual enrollment pursuant to this section that are necessary to meet high school graduation requirements. Such equivalencies shall be determined solely on comparable course content and not on seat time traditionally allocated to such courses in high school. The Commissioner of Education shall recommend to the

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State Board of Education those postsecondary courses identified to meet high school graduation requirements, based on mastery of course outcomes, by their course numbers, and all high schools shall accept these postsecondary education courses toward meeting the requirements of s. 1003.428 or s. 1003.4282, ~~s. 1003.429, or s. 1003.43.~~

(11) Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the Postsecondary Industry Certified Funding List pursuant to s. 1008.44, which ~~courses that~~ are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of 4 ~~6~~ semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students enrolled pursuant to this section are exempt from the payment of registration, tuition, and laboratory fees.

Section 31. Section 1008.22, Florida Statutes, is amended to read:

(Substantial rewording of section. See s. 1008.22, F.S., for present text.)

1008.22 Student assessment program for public schools.—

(1) PURPOSE.—The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be

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1709 used by districts to improve instruction; by students, parents,
1710 and teachers to guide learning objectives; by education
1711 researchers to assess national and international education
1712 comparison data; and by the public to assess the cost benefit of
1713 the expenditure of taxpayer dollars. The program must be
1714 designed to:

1715 (a) Assess the achievement level and annual learning gains
1716 of each student in English Language Arts and Mathematics and the
1717 achievement level in all other subjects assessed.

1718 (b) Provide data for making decisions regarding school
1719 accountability, recognition, and improvement of operations and
1720 management, including schools operating for the purpose of
1721 providing educational services to youth in Department of
1722 Juvenile Justice programs.

1723 (c) Identify the educational strengths and needs of
1724 students and the readiness of students to be promoted to the
1725 next grade level or to graduate from high school.

1726 (d) Assess how well educational goals and curricular
1727 standards are met at the school, district, state, national, and
1728 international levels.

1729 (e) Provide information to aid in the evaluation and
1730 development of educational programs and policies.

1731 (2) NATIONAL AND INTERNATIONAL EDUCATION COMPARISONS.—
1732 Florida school districts shall participate in the administration
1733 of the National Assessment of Educational Progress, or similar
1734 national or international assessments, both for the national
1735 sample and for any state-by-state comparison programs that may
1736 be initiated, as directed by the commissioner. The assessments

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1737 must be conducted using the data collection procedures, student
1738 surveys, educator surveys, and other instruments included in the
1739 National Assessment of Educational Progress or similar national
1740 or international assessments being administered in Florida. The
1741 administration of such assessments shall be in addition to and
1742 separate from the administration of the statewide, standardized
1743 assessments.

1744 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
1745 commissioner shall design and implement a statewide,
1746 standardized assessment program aligned to the core curricular
1747 content established in the Next Generation Sunshine State
1748 Standards. The commissioner also must develop, or select, and
1749 implement a common battery of assessment tools that will be used
1750 in all juvenile justice programs in the state. These tools must
1751 accurately measure the core curricular content established in
1752 the Next Generation Sunshine State Standards. Participation in
1753 the assessment program is mandatory for all school districts and
1754 for all students attending public school, including students
1755 seeking an adult high school diploma, and students in Department
1756 of Juvenile Justice programs except as otherwise prescribed by
1757 the commissioner. If a student does not participate in the
1758 assessment program, the school district must notify the
1759 student's parent and provide the parent with information
1760 regarding the implications of such nonparticipation. The
1761 statewide, standardized assessment program shall be designed and
1762 implemented as follows:

1763 (a) The Florida Comprehensive Assessment Test (FCAT) until
1764 replaced by common core assessments.—FCAT Reading shall be

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administered annually in grades 3 through 10; FCAT Mathematics shall be administered annually in grades 3 through 8; FCAT Writing shall be administered annually at least once at the elementary, middle, and high school levels; and FCAT Science shall be administered annually at least once at the elementary and middle grades levels. A student who has not earned a passing score on grade 10 FCAT Reading must participate in each retake of the assessment until the student earns a passing score. The commissioner shall recommend and the state board must adopt a score on both the SAT and ACT that is concordant to a passing score on grade 10 FCAT Reading which, if achieved by the student, meets the must-pass requirement for grade 10 FCAT Reading.

(b) End-of-course (EOC) assessments.—EOC assessments must be statewide, standardized, and developed or approved by the department as follows:

1. Statewide, standardized EOC assessments in mathematics shall be administered according to this subparagraph. Beginning with the 2010-2011 school year, all students enrolled in Algebra I must take the Algebra I EOC assessment. Except as otherwise provided in this section, beginning with students entering grade 9 in the 2011-2012 school year, a student who is enrolled in Algebra I must earn a passing score on the Algebra I EOC assessment or attain an equivalent score as authorized under subsection (8) in order to earn course credit. A student who has not earned a passing score on the Algebra I EOC assessment must participate in each retake of the assessment until the student earns a passing score. Beginning with the 2011-2012 school year,

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all students enrolled in Geometry must take the Geometry EOC assessment. Except as otherwise provided in this section and s. 1003.4282, students entering grade 9 in the 2012-2013 school year must earn a passing score on the Geometry EOC assessment or attain an equivalent score as authorized under subsection (8) in order to earn course credit. Middle grades students enrolled in Algebra I or Geometry must take the statewide, standardized EOC assessment for those courses and are not required to take the corresponding grade-level FCAT.

2. Statewide, standardized EOC assessments in science shall be administered according to this subparagraph. Beginning with the 2011-2012 school year, all students enrolled in Biology I must take the Biology I EOC assessment. Except as otherwise provided in this section and s. 1003.4282, students entering grade 9 in the 2012-2013 school year must earn a passing score on the Biology I EOC assessment in order to earn course credit.

3. During the 2012-2013 school year, an EOC assessment in civics education shall be administered as a field test at the middle grades level. Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student's final course grade.

4. The commissioner may select one or more nationally developed comprehensive examinations, which may include examinations for a College Board Advanced Placement course, International Baccalaureate course, or Advanced International Certificate of Education course, or industry-approved examinations to earn national industry certifications identified

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1821 in the Industry Certification Funding List for use as EOC
1822 assessments under this paragraph, if the commissioner determines
1823 that the content knowledge and skills assessed by the
1824 examinations meet or exceed the grade-level expectations for the
1825 core curricular content established for the course in the Next
1826 Generation Sunshine State Standards. Use of any such examination
1827 as an EOC assessment must be approved by the state board.

1828 5. Contingent upon funding provided in the General
1829 Appropriations Act, including the appropriation of funds
1830 received through federal grants, the commissioner may establish
1831 an implementation schedule for the development and
1832 administration of additional statewide, standardized EOC
1833 assessments which must be approved by the state board. If
1834 approved by the state board, student performance on such
1835 assessments constitutes 30 percent of a student's final course
1836 grade.

1837 6. All statewide, standardized EOC assessments must be
1838 administered online, except as otherwise provided in paragraph
1839 (c).

1840 (c) Students with disabilities; the Florida Alternate
1841 Assessment.—

1842 1. Each district school board must provide instruction to
1843 prepare students with disabilities in the core content knowledge
1844 and skills necessary for successful grade-to-grade progression
1845 and high school graduation.

1846 2. A student with a disability, as defined in s.
1847 1007.02(2), for whom the individual education plan (IEP) team
1848 determines that the statewide, standardized assessments under

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this section cannot accurately measure the student's abilities,
taking into consideration all allowable accommodations, shall
have assessment results waived for the purpose of receiving a
course grade and a standard high school diploma. Such waiver
shall be designated on the diploma as provided under s.
1003.4285.

3. The State Board of Education shall adopt rules, based
upon recommendations of the commissioner, for the provision of
assessment accommodations for students with disabilities and for
students who have limited English proficiency.

a. Accommodations that negate the validity of a statewide,
standardized assessment are not allowed during the
administration of the assessment. However, instructional
accommodations are allowed in the classroom if identified in a
student's IEP. Students using instructional accommodations in
the classroom that are not allowed on a statewide, standardized
assessment may have assessment results waived if the IEP team
determines that the assessment cannot accurately measure the
student's abilities.

b. If a student is provided with instructional
accommodations in the classroom that are not allowed as
accommodations for statewide, standardized assessments, the
district must inform the parent in writing and provide the
parent with information regarding the impact on the student's
ability to meet expected performance levels. A parent must
provide signed consent for a student to receive classroom
instructional accommodations that would not be available or
permitted on a statewide, standardized assessment and

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1877 acknowledge in writing that he or she understands the
1878 implications of such instructional accommodations.

1879 c. If a student's IEP states that online administration of
1880 a statewide, standardized assessment will significantly impair
1881 the student's ability to perform, the assessment shall be
1882 administered in hard copy.

1883 4. For students with significant cognitive disabilities,
1884 the Department of Education shall provide for implementation of
1885 the Florida Alternate Assessment to accurately measure the core
1886 curricular content established in the Next Generation Sunshine
1887 State Standards.

1888 (d) Common core assessments in English Language Arts (ELA)
1889 and Mathematics.—

1890 1. After field and baseline testing, and contingent upon
1891 funding, common core assessments shall be administered to
1892 students in grades 3 through 11 in ELA. Retake opportunities for
1893 grade 10 and grade 11 ELA assessments must be provided. Students
1894 taking the ELA assessments are not required to take the
1895 assessments in FCAT Reading or FCAT Writing. Common core ELA
1896 assessments shall be administered online.

1897 2. After field and baseline testing, and contingent upon
1898 funding, common core assessments shall be administered to all
1899 students in grades 3 through 8 in mathematics, and common core
1900 assessments in Algebra I, Geometry, and Algebra II shall be
1901 administered to students enrolled in those courses. Retake
1902 opportunities must be provided for Algebra I. Students may take
1903 the common core mathematics assessments pursuant to the Credit
1904 Acceleration Program (CAP) under s. 1003.4295(3). Students

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1905 taking common core assessments in mathematics are not required
1906 to take FCAT Mathematics or statewide, standardized EOC
1907 assessments in mathematics. Common core mathematics assessments
1908 shall be administered online.

1909 3. The State Board of Education shall adopt rules
1910 establishing an implementation schedule to transition from FCAT
1911 Reading, FCAT Writing, FCAT Mathematics, and Algebra I and
1912 Geometry EOC assessments to common core assessments in English
1913 Language Arts and Mathematics. The schedule must take into
1914 consideration funding, sufficient field and baseline data,
1915 access to assessments, and school district readiness to
1916 administer the common core assessments online. In the fourth
1917 year of administration, after field and baseline testing, the
1918 common core assessments may, and with respect to the common core
1919 assessments in Algebra I and 10th grade ELA shall, be required to
1920 earn high school course credit as specified under s. 1003.4282.
1921 Until the 10th grade common core ELA assessment and the common
1922 core Algebra I assessment become must pass assessments, students
1923 must pass 10th grade FCAT Reading and the Algebra I EOC
1924 assessment, or achieve a concordant or equivalent score as
1925 authorized under this section, in order to meet graduation
1926 requirements under s. 1003.4282. Students taking 10th grade FCAT
1927 Reading or the Algebra I EOC assessment are not required to take
1928 the respective common core assessments.

1929 (e) Assessment scores and achievement levels.—

1930 1. All statewide, standardized EOC assessments and FCAT
1931 Reading, FCAT Writing, and FCAT Science shall use scaled scores
1932 and achievement levels. Achievement levels shall range from 1

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through 5, with level 1 being the lowest achievement level,
level 5 being the highest achievement level, and level 3
indicating satisfactory performance on an assessment. For
purposes of FCAT Writing, student achievement shall be scored
using a scale of 1 through 6. Common core English Language Arts
and Mathematics assessments shall use achievement levels 1
through 5.

2. The State Board of Education shall designate by rule a
passing score for each statewide, standardized EOC and FCAT
assessment. In addition, the state board shall designate a score
for each statewide, standardized EOC assessment which indicates
that a student is high achieving and has the potential to meet
college-readiness standards by the time the student graduates
from high school.

3. If the Commissioner of Education seeks to revise a
statewide, standardized assessment and the revisions require the
state board to modify performance level scores, including the
passing score, the commissioner shall provide a copy of the
proposed scores and implementation plan to the President of the
Senate and the Speaker of the House of Representatives at least
90 days prior to submission to the state board for review. Until
the state board adopts the modifications by rule, the
commissioner shall use calculations for scoring the assessment
which adjust student scores on the revised assessment for
statistical equivalence to student scores on the former
assessment. The state board shall adopt by rule passing scores
for the revised assessment which are statistically equivalent to
passing scores on the discontinued assessment for a student

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1961 required to attain a passing score on the discontinued
1962 assessment. The commissioner may, with approval of the state
1963 board, discontinue administration of the former assessment upon
1964 the graduation, based on normal student progression, of students
1965 participating in the final regular administration of the former
1966 assessment. If the commissioner revises a statewide,
1967 standardized assessment and the revisions require the state
1968 board to modify the passing score, only students taking the
1969 assessment for the first time after the rule is adopted are
1970 affected.

1971 (f) Assessment schedules and reporting of results.—The
1972 Commissioner of Education shall establish schedules for the
1973 administration of assessments and the reporting of student
1974 assessment results. The commissioner shall consider the
1975 observance of religious and school holidays when developing the
1976 schedule. The commissioner shall, by August 1 of each year,
1977 notify each school district in writing and publish on the
1978 department's website the assessment and reporting schedules for,
1979 at a minimum, the school year following the upcoming school
1980 year. The assessment and reporting schedules must provide the
1981 earliest possible reporting of student assessment results to the
1982 school districts. Assessment results for FCAT Reading and FCAT
1983 Mathematics must be made available no later than the week of
1984 June 8. The administration of FCAT Writing and the Florida
1985 Alternate Assessment may be no earlier than the week of March 1.
1986 School districts shall administer assessments in accordance with
1987 the schedule established by the commissioner.

1988 (g) Prohibited activities.—A district school board shall

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1989 prohibit each public school from suspending a regular program of
1990 curricula for purposes of administering practice assessments or
1991 engaging in other assessment-preparation activities for a
1992 statewide, standardized assessment. However, a district school
1993 board may authorize a public school to engage in the following
1994 assessment-preparation activities:

1995 1. Distributing to students sample assessment books and
1996 answer keys published by the Department of Education.

1997 2. Providing individualized instruction in assessment-
1998 taking strategies, without suspending the school's regular
1999 program of curricula, for a student who scores Level 1 or Level
2000 2 on a prior administration of an assessment.

2001 3. Providing individualized instruction in the content
2002 knowledge and skills assessed, without suspending the school's
2003 regular program of curricula, for a student who scores Level 1
2004 or Level 2 on a prior administration of an assessment or a
2005 student who, through a diagnostic assessment administered by the
2006 school district, is identified as having a deficiency in the
2007 content knowledge and skills assessed.

2008 4. Administering a practice assessment or engaging in
2009 other assessment-preparation activities which are determined
2010 necessary to familiarize students with the organization of the
2011 assessment, the format of the assessment items, and the
2012 assessment directions or which are otherwise necessary for the
2013 valid and reliable administration of the assessment, as set
2014 forth in rules adopted by the State Board of Education with
2015 specific reference to this paragraph.

2016 (h) Contracts for assessments.—The commissioner shall

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provide for the assessments to be developed or obtained, as appropriate, through contracts and project agreements with private vendors, public vendors, public agencies, postsecondary educational institutions, or school districts. The commissioner may enter into contracts for the continued administration of the assessments authorized and funded by the Legislature. Contracts may be initiated in 1 fiscal year and continue into the next and may be paid from the appropriations of either or both fiscal years. The commissioner may negotiate for the sale or lease of tests, scoring protocols, test scoring services, and related materials developed pursuant to law.

(4) SCHOOL ASSESSMENT PROGRAMS.—Each public school shall participate in the statewide, standardized assessment program in accordance with the testing and reporting schedules published by the Commissioner of Education. District school boards shall not establish school calendars that conflict with or jeopardize implementation of the assessment program. All district school boards shall report assessment results as required by the state management information system. Performance data shall be analyzed and reported to parents, the community, and the state. Student performance data shall be used by districts in developing objectives for the school improvement plan, evaluating instructional personnel and administrative personnel, assigning staff, allocating resources, acquiring instructional materials and technology, implementing performance-based budgeting, and promoting and assigning students to educational programs. The analysis of student performance data also must identify strengths and needs in the educational program and

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trends over time. The analysis must be used in conjunction with the budgetary planning processes developed pursuant to s. 1008.385 and the development of programs of remediation.

(5) REQUIRED ANALYSES.—The commissioner shall provide, at a minimum, statewide, standardized assessment data analysis showing student achievement levels and learning gains by teacher, school, and school district.

(6) LOCAL ASSESSMENTS.—

(a) Measurement of student learning gains in all subjects and grade levels, except those subjects and grade levels measured under the statewide, standardized assessment program described in this section, is the responsibility of the school districts.

(b) Beginning with the 2014-2015 school year, each school district shall administer for each course offered in the district a student assessment that measures mastery of the content, as described in the state-adopted course description, at the necessary level of rigor for the course. Such assessments may include:

1. Statewide assessments.

2. Other standardized assessments, including nationally recognized standardized assessments.

3. Industry certification examinations.

4. District-developed or district-selected end-of-course assessments.

(c) The Commissioner of Education shall identify methods to assist and support districts in the development and acquisition of assessments required under this subsection.

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Methods may include developing item banks, facilitating the sharing of developed tests among school districts, acquiring assessments from state and national curriculum-area organizations, and providing technical assistance in best professional practices of test development based upon state-adopted curriculum standards, administration, and security.

(7) CONCORDANT SCORES FOR 10TH GRADE FCAT READING.—Until the state transitions to common core English Language Arts assessments, the Commissioner of Education must identify a score on the SAT and ACT that if achieved satisfies the graduation requirement that a student pass 10th grade FCAT Reading. The commissioner may identify concordant scores on other assessments as well. If the content or scoring procedures change for 10th grade FCAT Reading, new concordant scores must be determined. If new concordant scores are not timely adopted, the last-adopted concordant scores remain in effect until such time as new scores are adopted. The state board shall adopt concordant scores in rule.

(8) EQUIVALENT SCORES FOR END-OF-COURSE (EOC) ASSESSMENTS.—The Commissioner of Education must identify one or more equivalent scores for the Algebra I EOC assessment and may identify equivalent scores for the other EOC assessments. If the content or scoring procedures change for the EOC assessments, new equivalent scores must be determined. If new equivalent scores are not timely adopted, the last-adopted equivalent score remains in effect until such time as a new score is adopted. The state board shall adopt equivalent scores in rule.

(9) REPORTS.—The Department of Education shall annually

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provide a report to the Governor, the President of the Senate,
and the Speaker of the House of Representatives which shall
include the following:

(a) Longitudinal performance of students in mathematics
and reading.

(b) Longitudinal performance of students by grade level in
mathematics and reading.

(c) Longitudinal performance regarding efforts to close
the achievement gap.

(d) Other student performance data based on national norm-
referenced and criterion-referenced tests, if available;
national assessments such as the National Assessment of
Educational Progress; and international assessments.

(e) The number of students who after 8th grade enroll in
adult education rather than other secondary education.

(f) Any plan or intent to establish or implement new
statewide, standardized assessments.

(10) RULES.—The State Board of Education shall adopt rules
to implement this section.

Section 32. Paragraph (f) of subsection (2), paragraphs
(a) and (b) of subsection (4), paragraphs (a) and (b) of
subsection (5), paragraph (b) of subsection (6), and paragraph
(b) of subsection (7) of section 1008.25, Florida Statutes, are
amended, and paragraph (h) is added to subsection (2) of that
section, to read:

1008.25 Public school student progression; remedial
instruction; reporting requirements.—

(2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district

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2129 school board shall establish a comprehensive plan for student
2130 progression which must:

2131 (f) Advise parents and students of the early ~~and~~
2132 ~~accelerated~~ graduation options under s. ss. 1003.4281 and
2133 ~~1003.429.~~

2134 (h) Provide instructional sequences by which students in
2135 kindergarten through high school may attain progressively higher
2136 levels of skill in the use of digital competency tools and
2137 applications. The instructional sequences must include
2138 demonstration of competence of standards required pursuant to
2139 ss. 1003.41 and 1003.4203 through attainment of industry
2140 certifications and other means of demonstrating credit
2141 requirements identified under ss. 1002.3105, 1003.4203,
2142 1003.428, and 1003.4282.

2143 (4) ASSESSMENT AND REMEDIATION.—

2144 (a) Each student must participate in the statewide,
2145 standardized assessment program tests required by s. 1008.22.
2146 Each student who does not meet specific levels of performance on
2147 the required assessments as determined by the district school
2148 board ~~in FCAT reading, writing, science, and mathematics for~~
2149 ~~each grade level,~~ or who scores below Level 3 on in FCAT Reading
2150 or FCAT Mathematics or on the common core English Language Arts
2151 or Mathematics assessments as applicable under s. 1008.22, must
2152 be provided with additional diagnostic assessments to determine
2153 the nature of the student's difficulty, the areas of academic
2154 need, and strategies for appropriate intervention and
2155 instruction as described in paragraph (b).

2156 (b) The school in which the student is enrolled must

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develop, in consultation with the student's parent, and must implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and mathematics ~~math~~ shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally required student plan such as an individual education plan;

2. A schoolwide system of progress monitoring for all students; or

3. An individualized progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by s. 1011.62(9) shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

(5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

(a) ~~It is the ultimate goal of the Legislature that every student read at or above grade level.~~ Any student who exhibits a

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substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

(b) ~~Beginning with the 2002-2003 school year,~~ If ~~a~~ the student's reading deficiency, ~~as identified in paragraph (a),~~ is not remedied by the end of grade 3, as demonstrated by scoring ~~at~~ Level 2 or higher on the statewide, standardized assessment required under s. 1008.22 ~~test in reading~~ for grade 3, the student must be retained.

(6) ELIMINATION OF SOCIAL PROMOTION.—

(b) The district school board may only exempt students from mandatory retention, as provided in paragraph (5)(b), for good cause. Good cause exemptions shall be limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.

2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.

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2213 3. Students who demonstrate an acceptable level of
2214 performance on an alternative standardized reading or English
2215 Language Arts assessment approved by the State Board of
2216 Education.

2217 4. A student ~~Students~~ who demonstrates ~~demonstrate,~~
2218 through a student portfolio, that he or she ~~the student~~ is
2219 performing ~~reading on grade level as evidenced by demonstration~~
2220 ~~of mastery of the Sunshine State Standards in reading equal to~~
2221 at least at a Level 2 performance on the FCAT Reading or on the
2222 common core English Language Arts assessment, as applicable.

2223 5. Students with disabilities who participate in ~~the~~ FCAT
2224 Reading or the common core English Language Arts assessment, as
2225 applicable under s. 1008.22, and who have an individual
2226 education plan or a Section 504 plan that reflects that the
2227 student has received intensive remediation in reading or English
2228 Language Arts for more than 2 years but still demonstrates a
2229 deficiency ~~in reading~~ and was previously retained in
2230 kindergarten, grade 1, grade 2, or grade 3.

2231 6. Students who have received intensive remediation in
2232 reading or English Language Arts, as applicable under s.
2233 1008.22, for 2 or more years but still demonstrate a deficiency
2234 ~~in reading~~ and who were previously retained in kindergarten,
2235 grade 1, grade 2, or grade 3 for a total of 2 years. Intensive
2236 ~~reading~~ instruction for students so promoted must include an
2237 altered instructional day that includes specialized diagnostic
2238 information and specific reading strategies for each student.
2239 The district school board shall assist schools and teachers to
2240 implement reading strategies that research has shown to be

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successful in improving reading among low-performing readers.

(7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
STUDENTS READERS.—

(b) ~~Beginning with the 2004-2005 school year,~~ Each school district shall:

~~1. Conduct a review of student progress monitoring plans for all students who did not score above Level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good cause exemptions in paragraph (6)(b). The review shall address additional supports and services, as described in this subsection, needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each such student.~~

1.2. Provide third grade students who are retained under the provisions of paragraph (5)(b) with intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading or English Language Arts instruction and other strategies prescribed by the school district, which may include, but are not limited to:

- a. Small group instruction.
- b. Reduced teacher-student ratios.
- c. More frequent progress monitoring.
- d. Tutoring or mentoring.
- e. Transition classes containing 3rd and 4th grade students.
- f. Extended school day, week, or year.
- g. Summer reading camps.

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2269 ~~2.3.~~ Provide written notification to the parent of any
2270 student who is retained under the provisions of paragraph (5) (b)
2271 that his or her child has not met the proficiency level required
2272 for promotion and the reasons the child is not eligible for a
2273 good cause exemption as provided in paragraph (6) (b). The
2274 notification must comply with the provisions of s. 1002.20(15)
2275 and must include a description of proposed interventions and
2276 supports that will be provided to the child to remediate the
2277 identified areas of reading deficiency.

2278 ~~3.4.~~ Implement a policy for the midyear promotion of any
2279 student retained under the provisions of paragraph (5) (b) who
2280 can demonstrate that he or she is a successful and independent
2281 reader and performing, ~~reading~~ at or above grade level in
2282 reading or English Language Arts, as applicable under s.
2283 1008.22, ~~and ready to be promoted to grade 4.~~ Tools that school
2284 districts may use in reevaluating any student retained may
2285 include subsequent assessments, alternative assessments, and
2286 portfolio reviews, in accordance with rules of the State Board
2287 of Education. ~~Students promoted during the school year after~~
2288 ~~November 1 must demonstrate proficiency above that required to~~
2289 ~~score at Level 2 on the grade 3 FCAT, as determined by the State~~
2290 ~~Board of Education. The State Board of Education shall adopt~~
2291 ~~standards that provide a reasonable expectation that the~~
2292 ~~student's progress is sufficient to master appropriate 4th grade~~
2293 ~~level reading skills.~~

2294 ~~4.5.~~ Provide students who are retained under the
2295 provisions of paragraph (5) (b) with a high-performing teacher as
2296 determined by student performance data and above-satisfactory

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performance appraisals.

~~6. In addition to required reading enhancement and acceleration strategies, provide parents of students to be retained with at least one of the following instructional options:~~

~~a. Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school.~~

~~b. A "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading.~~

~~c. A mentor or tutor with specialized reading training.~~

~~7. Establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall:~~

~~a. Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools. The assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.~~

~~b. Be provided during regular school hours in addition to the regular reading instruction.~~

~~c. Provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following~~

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2325 ~~specifications:~~

2326 ~~(I) Assists students assessed as exhibiting a reading~~
2327 ~~deficiency in developing the ability to read at grade level.~~

2328 ~~(II) Provides skill development in phonemic awareness,~~
2329 ~~phonics, fluency, vocabulary, and comprehension.~~

2330 ~~(III) Provides scientifically based and reliable~~
2331 ~~assessment.~~

2332 ~~(IV) Provides initial and ongoing analysis of each~~
2333 ~~student's reading progress.~~

2334 ~~(V) Is implemented during regular school hours.~~

2335 ~~(VI) Provides a curriculum in core academic subjects to~~
2336 ~~assist the student in maintaining or meeting proficiency levels~~
2337 ~~for the appropriate grade in all academic subjects.~~

2338 5.8. Establish at each school, ~~when~~ where applicable, an
2339 Intensive Acceleration Class for retained grade 3 students who
2340 subsequently score ~~at~~ Level 1 on the required statewide,
2341 standardized assessment identified under s. 1008.22 ~~reading~~
2342 ~~portion of the FCAT.~~ The focus of the Intensive Acceleration
2343 Class shall be to increase a child's reading and English
2344 Language Arts skill level at least two grade levels in 1 school
2345 year. The Intensive Acceleration Class shall:

2346 a. Be provided to any student in grade 3 who scores ~~at~~
2347 Level 1 on ~~the reading portion of the FCAT~~ Reading or the common
2348 core English Language Arts assessment, as applicable, and who
2349 was retained in grade 3 the prior year because of scoring ~~at~~
2350 Level 1 ~~on the reading portion of the FCAT.~~

2351 b. Have a reduced teacher-student ratio.

2352 c. Provide uninterrupted reading instruction for the

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majority of student contact time each day and incorporate opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas.

d. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.

e. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist.

~~f. Include weekly progress monitoring measures to ensure progress is being made.~~

~~g. Report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester.~~

~~9. Report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of requested reports.~~

~~10. Provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.~~

Section 33. Subsection (3) of section 1008.30, Florida Statutes, is amended to read:

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2381 1008.30 Common placement testing for public postsecondary
2382 education.—

2383 (3) The State Board of Education shall adopt rules that
2384 require high schools to evaluate before the beginning of grade
2385 12 the college readiness of each student who scores ~~at~~ Level 2
2386 or Level 3 on ~~the reading portion of the~~ grade 10 FCAT Reading
2387 or the English Language Arts assessment under s. 1008.22, as
2388 applicable, or Level 2, Level 3, or Level 4 on the Algebra I
2389 assessment ~~mathematics assessments~~ under s. 1008.22
2390 ~~1008.22(3)(c)~~. High schools shall perform this evaluation using
2391 results from the corresponding component of the common placement
2392 test prescribed in this section, or an alternative ~~equivalent~~
2393 test identified by the State Board of Education. The State Board
2394 of Education shall identify in rule the assessments necessary to
2395 perform the evaluations required by this subsection and shall
2396 work with the school districts to administer the assessments.
2397 The State Board of Education shall establish by rule the minimum
2398 test scores a student must achieve to demonstrate readiness.
2399 Students who demonstrate readiness by achieving the minimum test
2400 scores established by the state board and enroll in a Florida
2401 College System institution within 2 years of achieving such
2402 scores shall not be required to retest or enroll in remediation
2403 when admitted to any Florida College System institution. The
2404 high school shall use the results of the test to advise the
2405 students of any identified deficiencies and to provide 12th
2406 grade students, and require them to complete, appropriate
2407 postsecondary preparatory instruction prior to high school
2408 graduation. The curriculum provided under this subsection shall

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be identified in rule by the State Board of Education and encompass Florida's Postsecondary Readiness Competencies. Other elective courses may not be substituted for the selected postsecondary ~~reading~~, mathematics, reading, ~~or~~ writing, or English Language Arts preparatory course unless the elective course covers the same competencies included in the postsecondary ~~reading~~, mathematics, reading, ~~or~~ writing, or English Language Arts preparatory course.

Section 34. Paragraphs (b) and (c) of subsection (3) of section 1008.34, Florida Statutes, are amended to read:

1008.34 School grading system; school report cards; district grade.—

(3) DESIGNATION OF SCHOOL GRADES.—

(b)1. A school's grade shall be based on a combination of:

a. Student achievement scores on statewide, standardized, ~~including achievement as measured by FCAT~~ assessments under s. 1008.22 ~~1008.22(3)(c)1., statewide, standardized end-of-course~~ assessments under s. 1008.22(3)(c)2.a. and b., and achievement scores for students seeking a special diploma.

b. Student learning gains in FCAT Reading or, upon transition to common core assessments, the common core English Language Arts and Mathematics assessments as measured by FCAT ~~and statewide, standardized end-of-course~~ assessments administered pursuant to s. 1008.22, ~~as described in s. 1008.22(3)(c)1. and 2.a.,~~ including learning gains for students seeking a special diploma, as measured by an alternate assessment.

c. Improvement of the lowest 25th percentile of students

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in the school in reading or, upon transition to common core assessments, English Language Arts and Mathematics ~~on the FCAT or end-of-course~~ assessments administered pursuant to s. 1008.22 described in s. 1008.22(3)(c)2.a., unless these students are exhibiting satisfactory performance.

2. Beginning with the 2011-2012 school year, for schools comprised of middle ~~school~~ grades 6 through 8 or grades 7 and 8, the school's grade shall include the performance and participation of its students enrolled in high school level courses with statewide, standardized ~~end-of-course~~ assessments administered under s. 1008.22 ~~1008.22(3)(c)2.a.~~ Performance and participation must be weighted equally. As valid data becomes available, the school grades shall include the students' attainment of national industry certification identified in the Industry Certification Funding List pursuant to rules adopted by the state board.

3. Beginning with the 2009-2010 school year for schools comprised of high school grades 9, 10, 11, and 12, or grades 10, 11, and 12, at least 50 percent of the school grade shall be based on a combination of the factors listed in sub-subparagraphs 1.a.-c. and the remaining percentage on the following factors:

a. The high school graduation rate of the school;

b. As valid data becomes available, the performance and participation of the school's students in College Board Advanced Placement courses, International Baccalaureate courses, dual enrollment courses, and Advanced International Certificate of Education courses; and the students' achievement of national

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industry certification identified in the Industry Certification Funding List, pursuant to rules adopted by the state board;

c. Postsecondary readiness of all of the school's on-time graduates as measured by the SAT, the ACT, the Postsecondary Education Readiness Test, or the common placement test;

d. The high school graduation rate of at-risk students, who score ~~are students scoring at~~ Level 1 or Level 2 on grade 8 FCAT Reading or the English Language Arts and ~~FCAT~~ mathematics assessments administered under s. 1008.22;

e. As valid data becomes available, the performance of the school's students on statewide, standardized end-of-course assessments administered under s. 1008.22(3)(b)4. and 5. ~~1008.22(3)(c)2.c. and d.~~; and

f. The growth or decline in the components listed in sub-paragraphs a.-e. from year to year.

(c) Student assessment data used in determining school grades shall include:

1. The aggregate scores of all eligible students enrolled in the school who have been assessed on ~~the FCAT and~~ statewide, standardized ~~end-of-course~~ assessments in courses required for high school graduation, including, beginning with the 2011-2012 school year, the end-of-course assessment in Algebra I; and beginning with the 2012-2013 school year, the end-of-course assessments in geometry and Biology I; and beginning with the 2014-2015 school year, on the statewide, standardized end-of-course assessment in civics education at the middle grades ~~school~~ level.

2. The aggregate scores of all eligible students enrolled

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in the school who have been assessed on ~~the FCAT and~~ statewide, standardized ~~end-of-course~~ assessments under s. 1008.22 as described in ~~s. 1008.22(3)(c)2.a.~~, and who have scored at or in the lowest 25th percentile of students in the school in reading and mathematics, unless these students are exhibiting satisfactory performance.

3. The achievement scores and learning gains of eligible students attending alternative schools that provide dropout prevention and academic intervention services pursuant to s. 1003.53. The term "eligible students" in this subparagraph does not include students attending an alternative school who are subject to district school board policies for expulsion for repeated or serious offenses, who are in dropout retrieval programs serving students who have officially been designated as dropouts, or who are in programs operated or contracted by the Department of Juvenile Justice. The student performance data for eligible students identified in this subparagraph shall be included in the calculation of the home school's grade. As used in this subparagraph and s. 1008.341, the term "home school" means the school to which the student would be assigned if the student were not assigned to an alternative school. If an alternative school chooses to be graded under this section, student performance data for eligible students identified in this subparagraph shall not be included in the home school's grade but shall be included only in the calculation of the alternative school's grade. A school district that fails to assign ~~the FCAT and~~ statewide, standardized end-of-course assessment ~~as described in s. 1008.22(3)(c)2.a.~~ scores of each

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of its students to his or her home school or to the alternative school that receives a grade shall forfeit Florida School Recognition Program funds for 1 fiscal year. School districts must require collaboration between the home school and the alternative school in order to promote student success. This collaboration must include an annual discussion between the principal of the alternative school and the principal of each student's home school concerning the most appropriate school assignment of the student.

4. The achievement scores and learning gains of students designated as hospital- or homebound. Student assessment data for students designated as hospital- or homebound shall be assigned to their home school for the purposes of school grades. As used in this subparagraph, the term "home school" means the school to which a student would be assigned if the student were not assigned to a hospital- or homebound program.

5. For schools comprised of high school grades 9, 10, 11, and 12, or grades 10, 11, and 12, the data listed in subparagraphs 1.-3. and the following data as the Department of Education determines such data are valid and available:

a. The high school graduation rate of the school as calculated by the department;

b. The participation rate of all eligible students enrolled in the school and enrolled in College Board Advanced Placement courses; International Baccalaureate courses; dual enrollment courses; Advanced International Certificate of Education courses; and courses or sequences of courses leading to national industry certification identified in the Industry

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Certification Funding List, pursuant to rules adopted by the State Board of Education;

c. The aggregate scores of all eligible students enrolled in the school in College Board Advanced Placement courses, International Baccalaureate courses, and Advanced International Certificate of Education courses;

d. Earning of college credit by all eligible students enrolled in the school in dual enrollment programs under s. 1007.271;

e. Earning of a national industry certification identified in the Industry Certification Funding List, pursuant to rules adopted by the State Board of Education;

f. The aggregate scores of all eligible students enrolled in the school in reading, mathematics, and other subjects as measured by the SAT, the ACT, the Postsecondary Education Readiness Test, and the common placement test for postsecondary readiness;

g. The high school graduation rate of all eligible at-risk students enrolled in the school who scored at Level 2 or lower on grade 8 FCAT Reading and FCAT Mathematics;

h. The performance of the school's students on statewide, standardized end-of-course assessments administered under s. 1008.22(3)(b)4. and 5. ~~1008.22(3)(c)2.e. and d.~~; and

i. The growth or decline in the data components listed in sub-subparagraphs a.-h. from year to year.

The State Board of Education shall adopt appropriate criteria for each school grade. The criteria must also give added weight

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to student achievement in reading. Schools earning a grade of "C," making satisfactory progress, shall be required to demonstrate that adequate progress has been made by students in the school who are in the lowest 25th percentile in reading and mathematics on statewide, standardized ~~the FCAT and end-of-course~~ assessments under s. 1008.22 ~~as described in s. 1008.22(3)(c)2.a.~~, unless these students are exhibiting satisfactory performance. For schools comprised of high school grades 9, 10, 11, and 12, or grades 10, 11, and 12, the criteria for school grades must also give added weight to the graduation rate of all eligible at-risk students. In order for a high school to earn a grade of "A," the school must demonstrate that its at-risk students, as defined in this paragraph, are making adequate progress.

Section 35. Section 1008.44, Florida Statutes, is created to read:

1008.44 Industry certifications; industry certification funding list and postsecondary industry certification funding list.—

(1) Pursuant to s. 1003.492, the Department of Education shall, at least annually, identify, under rules adopted by the State Board of Education, the Industry Certification Funding List that must be applied in the distribution of funding to school districts pursuant to s. 1011.62. The commissioner may at any time recommend adding or deleting certifications as appropriate.

(2) The State Board of Education shall adopt, at least annually, the Postsecondary Industry Certification Funding List

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pursuant to this section. The commissioner shall recommend, at least annually, the Postsecondary Industry Certification Funding List to the State Board of Education and may at any time recommend adding or deleting certifications as appropriate. The list shall be used to determine annual performance funding distributions to school districts or Florida College System institutions pursuant to ss. 1011.80 and 1011.81, as appropriate, for career education programs and workforce education programs. The Chancellor of the State University System, the Chancellor of the Florida College System, and the Chancellor of Career and Adult Education shall work with local workforce boards, other postsecondary institutions, business, and industry to identify, create, and recommend to the commissioner industry certifications to be placed on the funding list. The chancellors shall review results of the economic security report of employment and earning outcomes produced annually pursuant to s. 445.07 when determining recommended certifications for the list as well as other reports and indicators available regarding certification needs.

(3) In the case of rigorous industry certifications that have embedded prerequisite minimum age, grade level, diploma or degree, postgraduation period of work experience, or other reasonable requirements that may limit the extent to which a student can complete all requirements of the certification recognized by industry for employment purposes, the commissioner shall differentiate content, instructional, and assessment requirements that, when provided by a public institution and satisfactorily attained by a student, indicate accomplishment of

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requirements necessary for funding pursuant to ss. 1011.62, 1011.80, and 1011.81, notwithstanding attainment of prerequisite requirements necessary for recognition by industry for employment purposes. The differentiated requirements established by the commissioner shall be included in the Industry Certification Funding List at the time the certification is adopted.

Section 36. Paragraph (b) of subsection (1) of section 1009.531, Florida Statutes, is amended to read:

1009.531 Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards.—

(1) Effective January 1, 2008, in order to be eligible for an initial award from any of the three types of scholarships under the Florida Bright Futures Scholarship Program, a student must:

(b) Earn a standard Florida high school diploma or its equivalent pursuant to s. 1003.428, s. 1003.4281, s. 1003.4282, ~~s. 1003.429, s. 1003.43,~~ or s. 1003.435 unless:

1. The student completes a home education program according to s. 1002.41; or

2. The student earns a high school diploma from a non-Florida school while living with a parent or guardian who is on military or public service assignment away from Florida.

Section 37. Paragraph (c) of subsection (1) of section 1011.61, Florida Statutes, is amended to read:

1011.61 Definitions.—Notwithstanding the provisions of s. 1000.21, the following terms are defined as follows for the purposes of the Florida Education Finance Program:

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(1) A "full-time equivalent student" in each program of the district is defined in terms of full-time students and part-time students as follows:

(c)1. A "full-time equivalent student" is:

a. A full-time student in any one of the programs listed in s. 1011.62(1)(c); or

b. A combination of full-time or part-time students in any one of the programs listed in s. 1011.62(1)(c) which is the equivalent of one full-time student based on the following calculations:

(I) A full-time student in a combination of programs listed in s. 1011.62(1)(c) shall be a fraction of a full-time equivalent membership in each program equal to the number of net hours per school year for which he or she is a member, divided by the appropriate number of hours set forth in subparagraph (a)1. or subparagraph (a)2. The sum of the fractions for each program may not exceed the maximum value set forth in subsection (4).

(II) A prekindergarten student with a disability shall meet the requirements specified for kindergarten students.

(III) A full-time equivalent student for students in kindergarten through grade 12 in a full-time virtual instruction program under s. 1002.45 or a virtual charter school under s. 1002.33 shall consist of six full-credit completions or the prescribed level of content that counts toward promotion to the next grade in programs listed in s. 1011.62(1)(c). Credit completions may be a combination of full-credit courses or half-credit courses. ~~Beginning in the 2014-2015 fiscal year, when s.~~

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~~1008.22(3)(g) is implemented, the reported full-time equivalent students and associated funding of students enrolled in courses requiring passage of an end-of-course assessment shall be adjusted after the student completes the end-of-course assessment.~~

(IV) A full-time equivalent student for students in kindergarten through grade 12 in a part-time virtual instruction program under s. 1002.45 shall consist of six full-credit completions in programs listed in s. 1011.62(1)(c)1. and 3. Credit completions may be a combination of full-credit courses or half-credit courses. ~~Beginning in the 2014-2015 fiscal year, when s. 1008.22(3)(g) is implemented, the reported full-time equivalent students and associated funding of students enrolled in courses requiring passage of an end-of-course assessment shall be adjusted after the student completes the end-of-course assessment.~~

(V) A Florida Virtual School full-time equivalent student shall consist of six full-credit completions or the prescribed level of content that counts toward promotion to the next grade in the programs listed in s. 1011.62(1)(c)1. and 3. for students participating in kindergarten through grade 12 part-time virtual instruction and the programs listed in s. 1011.62(1)(c) for students participating in kindergarten through grade 12 full-time virtual instruction. Credit completions may be a combination of full-credit courses or half-credit courses. ~~Beginning in the 2014-2015 fiscal year, when s. 1008.22(3)(g) is implemented, the reported full-time equivalent students and associated funding of students enrolled in courses requiring~~

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2717 ~~passage of an end-of-course assessment shall be adjusted after~~
2718 ~~the student completes the end-of-course assessment.~~

2719 (VI) Each successfully completed full-credit course earned
2720 through an online course delivered by a district other than the
2721 one in which the student resides shall be calculated as 1/6
2722 FTE.

2723 ~~(VII) Each successfully completed credit earned under the~~
2724 ~~alternative high school course credit requirements authorized in~~
2725 ~~s. 1002.375, which is not reported as a portion of the 900 net~~
2726 ~~hours of instruction pursuant to subparagraph (1)(a)1., shall be~~
2727 ~~calculated as 1/6 FTE.~~

2728 (VII) ~~(VIII) (A) A full-time equivalent student for courses~~
2729 ~~requiring a statewide, standardized end-of-course assessment~~
2730 ~~pursuant to s. 1008.22(3)(c)2.a. shall be defined and reported~~
2731 ~~based on the number of instructional hours as provided in this~~
2732 ~~subsection for the first 3 years of administering the end-of-~~
2733 ~~course assessment. Beginning in the fourth year of administering~~
2734 ~~the end-of-course assessment, the FTE shall be credit-based and~~
2735 ~~each course shall be equal to 1/6 FTE. The reported FTE shall~~
2736 ~~be adjusted after the student successfully completes the end-of-~~
2737 ~~course assessment pursuant to s. 1008.22(3)(c)2.a.~~

2738 (A) ~~(B)~~ For students enrolled in a school district as a
2739 full-time student, the district may report 1/6 FTE for each
2740 student who passes a statewide, standardized end-of-course
2741 assessment without being enrolled in the corresponding course.

2742 (B) ~~(C)~~ The FTE earned under this sub-sub-subparagraph and
2743 any FTE for courses or programs listed in s. 1011.62(1)(c) that
2744 do not require passing a statewide, standardized end-of-course

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assessment are subject to the requirements in subsection (4).

2. A student in membership in a program scheduled for more or less than 180 school days or the equivalent on an hourly basis as specified by rules of the State Board of Education is a fraction of a full-time equivalent membership equal to the number of instructional hours in membership divided by the appropriate number of hours set forth in subparagraph (a)1.; however, for the purposes of this subparagraph, membership in programs scheduled for more than 180 days is limited to students enrolled in juvenile justice education programs and the Florida Virtual School.

The department shall determine and implement an equitable method of equivalent funding for experimental schools and for schools operating under emergency conditions, which schools have been approved by the department to operate for less than the minimum school day.

Section 38. Paragraph (b) of subsection (1) of section 1012.22, Florida Statutes, is amended to read:

1012.22 Public school personnel; powers and duties of the district school board.—The district school board shall:

(1) Designate positions to be filled, prescribe qualifications for those positions, and provide for the appointment, compensation, promotion, suspension, and dismissal of employees as follows, subject to the requirements of this chapter:

(b) Time to act on nominations.—The district school board shall act not later than 3 weeks following the receipt of

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2773 statewide, standardized ~~FCAT~~ scores and data under s. 1008.22,
2774 including school grades, or June 30, whichever is later, on the
2775 district school superintendent's nominations of supervisors,
2776 principals, and members of the instructional staff.

2777 Section 39. Subsection (4) of section 1012.56, Florida
2778 Statutes, is amended to read:

2779 1012.56 Educator certification requirements.—

2780 (4) ALIGNMENT OF SUBJECT AREAS.—~~As the Sunshine State~~
2781 ~~Standards are replaced by the Next Generation Sunshine State~~
2782 ~~Standards under s. 1003.41,~~ The State Board of Education shall
2783 align the subject area examinations to the Next Generation
2784 Sunshine State Standards.

2785 Section 40. Subsection (26) of section 1001.42, Florida
2786 Statutes, is renumbered as subsection (27), respectively, and
2787 subsection (26) is added to that section, to read:

2788 1001.42 Powers and duties of district school board.—The
2789 district school board, acting as a board, shall exercise all
2790 powers and perform all duties listed below:

2791 (26) TECHNICAL CENTER GOVERNING BOARD.—Each district school
2792 board may appoint a governing board for a school district
2793 technical center or a system of technical centers for the
2794 purpose of aligning the educational programs of the technical
2795 center with the needs of local businesses and responding quickly
2796 to local businesses' needs for employees holding industry
2797 certifications. A technical center governing board must be
2798 comprised of seven members, three of whom must be members of the
2799 school board or their designees and four of whom must be local
2800 business leaders. The district school board shall delegate to

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the technical center governing board decisions regarding entrance requirements for students, curriculum, program development, budget and funding allocations, and the development of partnership agreements and appropriate industry certifications with local businesses in order to meet local and regional economic needs. A technical center governing board may approve only courses and programs that contain industry certifications. A course may be continued if at least 25 percent of the students enrolled in the course attain an industry certification. If fewer than 25 percent of the students enrolled in a course attain an industry certification, the course must be discontinued the following year.

Section 41. Any student who selected and is participating in an accelerated graduation option under s. 1003.429, Florida Statutes, before July 1, 2013, may continue that option, and all statutory program requirements of the accelerated option shall remain applicable to the student as long as the student continues participation in the option.

Section 42. The Division of Law Revision and Information is directed to change the term "Sunshine State Standards" to "Next Generation Sunshine State Standards" wherever it appears in the Florida Statutes.

Section 43. This act shall take effect July 1, 2013.